

# **State of Idaho**

Individuals with Disabilities Education Act 2004

## **State Performance Plan**

2005-2006

through

2010-2011

# Idaho State Performance Plan (SPP) FFY 2006-2011

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## Idaho State Performance Plan (SPP) FFY 2006-2011

**Overview of the State Performance Plan Development:**State Performance Plan (SPP) Development in Response to the Office of Special Education Programs (OSEP) Requirements

Idaho's State Performance Plan (SPP) has been developed with attention to OSEP requirements and widespread stakeholder input. The development of the SPP began with the review of the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the consideration of each component prior to submitting assurances to OSEP in May, 2005. Idaho State Department of Education, Special Education Section personnel examined each requirement and determined how best to address it.

Planning sessions were held with SDE personnel including the Special Education Supervisor, all Special Education Coordinators beginning in May, 2005 and continuing through the submission of the SPP in December, 2005. Indicators and required measurement methods were discussed and indicators assigned to individual coordinators and specialists as related to areas of expertise and assignment within the Special Education Section. Connections with other sections within the SDE, especially Bureaus of Educational Improvement and the Bureau of Technology Services, were established to ensure that the data on new indicators would be collected in a timely manner. In addition, discussion across all SDE Bureaus ensured that the SDE Strategic Plan, and all Leadership Team activities were incorporated into the SPP as appropriate.

The SDE gathered and analyzed data for the development of the State Performance Plan (SPP) beginning in May, 2005. The internal team comprised of staff with data analysis expertise and content area expertise in each area discussed criteria for measurable and rigorous targets and improvement activities. The Data Coordinator and Monitoring and Quality Assurance Coordinator provided assistance in gathering and interpreting the data and the content area experts provided information about potential issues related to policy and practice that might have influenced or might explain the data. This team drafted the SPP using this information. The draft, along with the raw data, was presented to the following groups for input on all content targets and improvement activities:

- Idaho Special Education Advisory Panel (SEAP) September 21-22, and October 31, 2005;
- Secondary Transition Interagency Coordinating Council, September 28, 2005 and November 3, 2005.
- Early Childhood Interagency Work Group, October 2005.

The October 31, 2005 draft of the SPP was placed on the Idaho State Department of Education Website for comment, and sent via email for comment to the Idaho Association of School Administrators, all LEA Special Education Directors, Idaho Parents Unlimited (Idaho's Parent Training and Information Center), and the Federation of Families for Children's Mental Health, and to all SEAP members for additional comments.

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In addition, the Idaho State Department of Education Special Education Supervisor obtained comment on the SPP from both the Idaho Council on Developmental Disabilities and each regional Special Education Directors meetings in November, 2005.

Comments and suggestions were considered and incorporated into the final SPP submitted to the Office of Special Education Programs December 2, 2005.

Other Information Related to Idaho's SPPEducation Data Exchange Network (EDEN)

Idaho is among the first states to be excused from traditional reporting of IDEA exiting data to the U.S. Department of Education (ED). Due to the high quality of Idaho's EDEN submissions for SY 2003-2004, Idaho has been qualified to supply the data for the Report of Children with Disabilities Exiting Special Education During the School Year (OMB number 1820-0521) exclusively through the Education Data Exchange Network (EDEN).

Sampling Methodology

Sampling will be used for Indicators 8, 11, 12, and 13. The sampling methodology will be applied to the relevant population for each indicator.

Each sample will be drawn from the monitoring cohort for each year. Each cohort in Idaho's Continuous Improvement Monitoring Process (CIMP), Idaho's special education monitoring system, is representative of the statewide population. Districts and charter schools have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains small, medium, and large-sized districts; remote, rural, and urban districts; and elementary and secondary charter schools. In Idaho's 2004 verification visit, OSEP recognized the sampling method used in the CIMP as an adequate representation of the total state population of students with disabilities.

A representative sample will be drawn from each cohort based on four variables. Disability category, race/ethnicity, age, and gender are the variables that are stratified in the randomly drawn sample. The number of students in the sample is determined using a computer program in existence in the SDE Bureau of Technology Services.

This method will yield valid and reliable data for Idaho related to the requirements in specified indicators, and provide information to LEAs for school improvement as well as statewide data for the APR. The data collection procedures are further described in the sections related to each indicator that is using the sampling methodology.

Reporting Results to the Public

The public reporting of LEA-level data on indicators 1-15, as required by statute, will be accomplished by using technology. The SDE will prepare a 'district data report,' which is a summary of indicators and monitoring decision matrix for each LEA by September 15 of each year. This process coincides with the release of the Idaho SDE Annual Data Report. The reports will be posted on the SDE website and available in hard copy on request through the SDE and Idaho Parents Unlimited. A formal report will be made

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annually to the Idaho State Board of Education, LEA superintendents, special education directors, school boards and other stakeholders as appropriate. Additionally, the SDE Public Information Officer will prepare and disseminate a news release to the statewide media.

Note: A list of acronyms used throughout the SPP is available in Appendix A.

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**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in Idaho graduating with a regular diploma.

**Data Source:** Idaho Basic Education Data System (IBEDS) for NCLB data. Until NCLB data becomes available by subgroups, 618 data will be used and compared to IBEDS enrollment and graduates.

**Measurement:** NCLB formula for graduation in Idaho: number of graduates, divided by the number of graduates plus the dropouts from the cohort group over the four years of high school. This same formula applies to all students and subgroups, including students with disabilities. Baseline is unavailable at this time.

Idaho's past graduation formula was derived from 618 data. In this formula, the numerator is the number of special education students in grades 12 or 13 who graduate, divided by the number of active special education students in grades 12 & 13 on the prior Child Count. For the comparative group of all students, the numerator is the number of seniors who graduate, divided by the total number of seniors.

**Overview of Issue/Description of System or Process:** The SDE began collecting graduation data by subgroups, including students with disabilities, in 2004-2005. Although we are in the process of obtaining these data, it will take three more years of dropout data by subgroups to generate a graduation rate under the NCLB formula. During the transition between sources of data, we will continue to report graduation data as we have in the past. This reporting system is described further below.

By Idaho Code, all students must receive a regular diploma, unless the same alternate diploma is awarded to students without disabilities in the same graduating class. Therefore, alternate diplomas or graduation certificates are a very rare occurrence. A student may obtain a regular diploma by meeting the same requirements with the same rigor as non-disabled students, or by meeting the graduation requirements specified in their IEP. This will remain the policy for graduates with IEPs in 2006 and 2007.

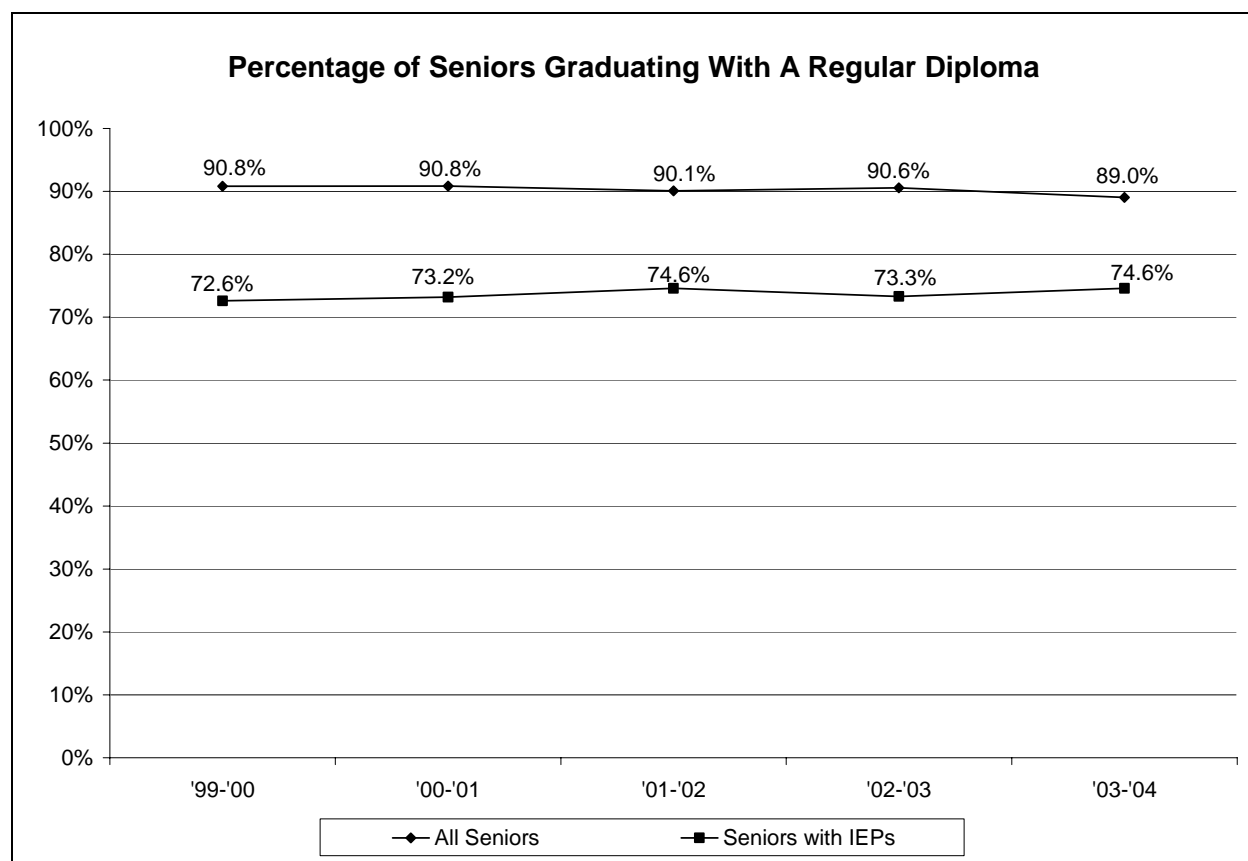
The graduates of 2008 and beyond will be required to score at least at the proficient level on the tenth grade Idaho Standards Achievement Test (ISAT) or by demonstrating their knowledge of the standards as outlined in the alternate graduation plan adopted by their district for all students who are unable to pass the ISAT by their senior year. There is an exception made for students who meet the Idaho Alternate Assessment criteria. Those students may demonstrate proficiency on alternate standards as measured by the Idaho Alternate Assessment (IAA) in order to graduate. Only about 1% of the total student enrollment meet Idaho's Alternate Assessment criteria and are assessed against alternate standards that are an extension of the regular standards. We are expecting the vast majority of students with disabilities to use the same standards as their non-disabled peers to meet state requirements for graduation.

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For the sake of longitudinal data, we are continuing to use the 618 data and the formula used in the past, while gathering data for the NCLB formula, but there are some negative aspects to the present formula. Under this formula, students who remain in the program until they are 21 and those who move out of state or who are staffed out of special education during their senior year, negatively impact the graduation rate. Under the NCLB formula, only those who actually drop out will negatively impact the graduation rate.

**Baseline Data for FFY 2004 (2004-2005):**

<b>Gap Between the Percentage of all Graduates &amp; Graduates with IEPs Receiving a Regular Diploma</b>				
1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
18.2%	17.6%	15.5%	17.3%	14.4%



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**Discussion of Baseline Data:**

Baseline data is not yet available using the NCLB formula. Because the graduation rate we are using during the interim time period relies upon the December 1 Child Count, the most recent year available is 2003-2004. The graduation rate for students graduating in spring 2004 will not be available until after December 1, 2005. Since Idaho was one of the states granted OSEP approval to report all future exiting data via EDEN, future graduation data will be harvested from the EDEN system.

Improvement is noted in graduation gap data over the prior year. The number of seniors with disabilities receiving a regular diploma increased by 1.3% for students in special education, while the overall percentage of graduates declined for non-disabled seniors. The gap decreased between all graduates and those in special education by 2.9% over the previous year.

Improvement may be influenced by the following.

- A. Improved quality of reading instruction as a result of the following:
  - a. Adolescent reading workshops provided by the SDE for secondary teachers;
  - b. Required literacy courses for new teachers and those renewing their certification;
  - c. Provision of Consortium on Reading Excellence (CORE) reading workshops for all elementary and secondary teachers;
  - d. Provision of Consortium on Reading Excellence (CORE) elementary and secondary leadership and coaching institutes sponsored by both SDE Title 1 and Special Education Sections, summer 2005 for all schools in Alert, years 1-4 for students with disabilities (SWD), economically disadvantage (ECON), based on AYP, and Results Based Model (Idaho's Response to Intervention model) sites;
- B. Statewide emphasis at both the state and local levels on using data to make instructional decisions;
- C. Increasing the use of scientifically research based reading and math curriculum and teaching strategies through a Research-Based Reading Caravan during the spring of 2006, and math workshops including an evaluation of Math Curricula using a valid and reliable instrument;
- D. AYP requirements focusing efforts on remediation of reading and math skills for all students, resulting in students improving the skills needed to be successful in high school, for example;
- E. An increase in use of intervention plans and progress monitoring using curriculum based measurements through the expansion of the Results Based Model, Idaho's model of Response to Intervention;
- F. Implementation of a variety of interventions listed in districts' "Special Education Plan for Improving Results" (PIR) regarding graduation rates.



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FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Reduce the gap to $\leq 14\%$ between all students receiving a regular diploma and students with IEPs.
<b>2006 (2006-2007)</b>	Reduce the gap to $\leq 13.5\%$ between all students receiving a regular diploma and students with IEPs.
<b>2007 (2007-2008)</b>	Reduce the gap to $\leq 13\%$ between all students receiving a regular diploma and students with IEPs.
<b>2008 (2008-2009)</b>	Establish baseline using the NCLB formula for graduation.
<b>2009 (2009-2010)</b>	To be determined after new baseline is established.
<b>2010 (2010-2011)</b>	To be determined after new baseline is established.

**Improvement Activities/Timelines/Resources:**

FFY	Improvement Activities	Timelines	Resources
<b>2005 (2005-2006)</b>	Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.	Ongoing	VI-B Funds Quality Assurance Coordinator Coordinator Special Education Technologies
	Provide technical assistance to districts in developing and implementing their improvement plans (PIR).	Ongoing	Regional Consultants Secondary Transition Specialist Quality Assurance Coordinator
	Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.	Ongoing	Regional Consultants Secondary Transition Specialist VI-B funds
	Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies.	Ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds

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	Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative <u>Home, School and Community Partnerships</u>	Spring 2006 and ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
<b>2006 (2006-2007)</b>	Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.	Ongoing	VI-B Funds Quality Assurance Coordinator Coordinator Special Education Technologies
	Provide technical assistance to districts in developing and implementing their improvement plans (PIR).	Ongoing	Regional Consultants Secondary Transition Specialist Quality Assurance Coordinator
	Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.	Ongoing	Regional Consultants Secondary Transition Specialist VI-B funds
	Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies.	Ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
	Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative <u>Home, School and Community Partnerships</u>	Spring 2006 and ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
<b>2007 (2007-2008)</b>	Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.	Ongoing	VI-B Funds Quality Assurance Coordinator Coordinator Special Education Technologies
	Provide technical assistance to districts in developing and implementing their improvement plans (PIR).	Ongoing	Regional Consultants Secondary Transition Specialist Quality Assurance Coordinator
	Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.	Ongoing	Regional Consultants Secondary Transition Specialist VI-B funds

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	Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies.	Ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
<b>2008 (2008-2009)</b>	Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.	Ongoing	VI-B Funds Quality Assurance Coordinator Coordinator Special Education Technologies
	Provide technical assistance to districts in developing and implementing their improvement plans (PIR).	Ongoing	Regional Consultants Secondary Transition Specialist Quality Assurance Coordinator
	Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.	Ongoing	Regional Consultants Secondary Transition Specialist VI-B funds
	Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies.	Ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
	Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative <u>Home, School and Community Partnerships</u>	Spring 2006 and ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
<b>2009 (2009-2010)</b>	Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.	Ongoing	VI-B Funds Quality Assurance Coordinator Coordinator Special Education Technologies
	Provide technical assistance to districts in developing and implementing their improvement plans (PIR).	Ongoing	Regional Consultants Secondary Transition Specialist Quality Assurance Coordinator
	Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.	Ongoing	Regional Consultants Secondary Transition Specialist VI-B funds
	Collaborate with Title 1 and to braid funding to support middle school math	Ongoing	Title 1 School Improvement Coordinator

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	and reading leadership and coaching academies, reading and math teaching academies.		Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
	Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative <u>Home, School and Community Partnerships</u>	Spring 2006 and ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
<b>2010 (2010-2011)</b>	Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.	Ongoing	VI-B Funds Quality Assurance Coordinator Coordinator Special Education Technologies
	Provide technical assistance to districts in developing and implementing their improvement plans (PIR).	Ongoing	Regional Consultants Secondary Transition Specialist Quality Assurance Coordinator
	Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.	Ongoing	Regional Consultants Secondary Transition Specialist VI-B funds
	Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies.	Ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds
	Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative <u>Home, School and Community Partnerships</u>	Spring 2006 and ongoing	Title 1 School Improvement Coordinator Bureau of Curriculum and Accountability Special Education Coordinators Regional Consultants SIG funds Title 1 funds

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**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

**Data Source:** Idaho Basic Education Data System (IBEDS) and 618 data.

**Measurement:** NCLB dropout event rate: number of (special education) students enrolled in grades 9-12 who meet the definition as listed in the Overview below, divided by the total number of (special education) students enrolled in grades 9-12. For special education, the denominator was taken from the December 1, 2003 Child Count for special education students in grades 9-12 because that is our only source for these data at this time. A discussion of the reasons for use of 2003 data is found below. To obtain the rate for non-disabled students, those students coded as special education were subtracted from the totals for all students.

**Overview of Issue/Description of System or Process:**

A dropout is defined in Idaho as an individual who was enrolled in school at some time during the previous school year and was not enrolled November 1 of the current school year, or has not graduated from high school or completed a state or district approved educational program, and does not meet any of the following exclusionary conditions:

- Transfer to another public school district, private school, or state or district approved educational program.
- Temporary school-recognized absence due to suspension or illness.
- Death.

By state and national definition, a student who is home instructed is not a dropout and a student who has received his or her GED from a district run or tracked program, by October 1 of the current year, is not a dropout.

Transfers to another country are not considered a dropout at the local school. Students expelled under conditions of Idaho Code 33-205 are considered a dropout, but students suspended under this code are not considered a dropout.

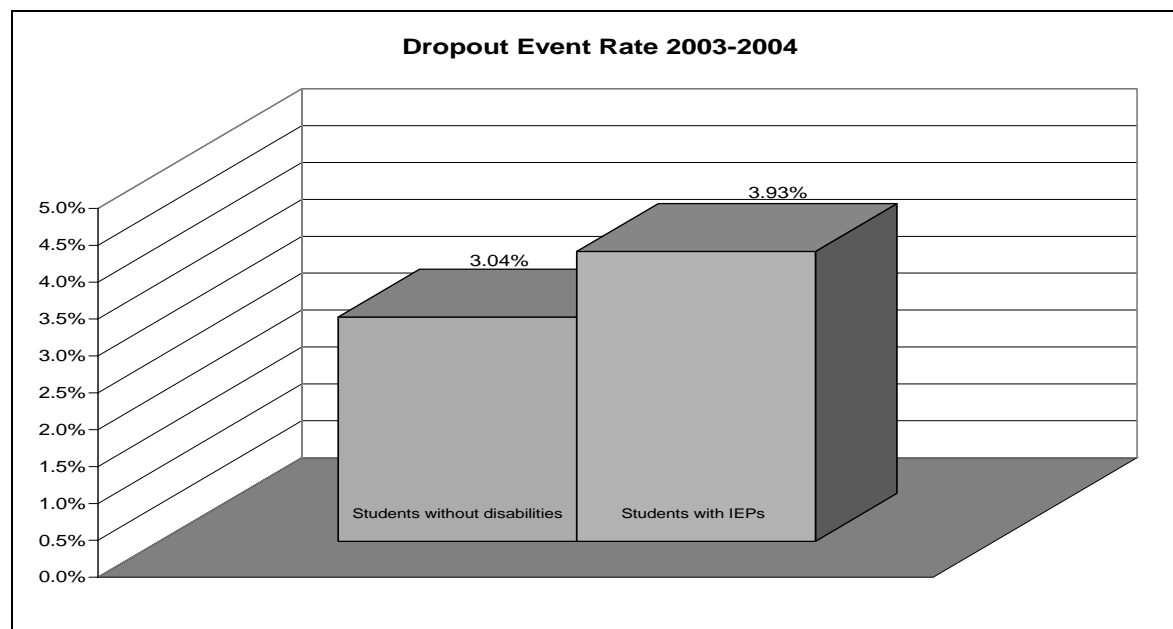
Because the system used by all students to collect dropout data requires a final report on November 1, 2005 in order to compute the 2004-2005 dropout rate, we are unable to provide this data until all reporting has been completed and verified. Therefore, Idaho will submit updated information as soon as it becomes available.

This is the first year dropouts have been collected by subgroups in the general education IBEDS system. As with any new data collection, continuing efforts are needed to improve the accuracy of the data. Idaho lacks an individual student identifier, so dropouts are collected by name and birth date. Verification activities found that the names of some of the dropouts listed by IBEDS as special education have never appeared in the 618 database. Because it is possible that some student's names may be listed with a variation in spelling, incorrect date of birth, or some may have moved into the state or been identified as eligible for special education since the last Child

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Count, such inconsistencies in data collection merit continued examination to improve the accuracy of the data.

**Baseline Data for 2003-2004:** Special Education dropout rate is 3.93% (those who dropped out between the spring 2003 and the fall 2004).



**Discussion of Baseline Data:** Special Education dropout rate is 3.93% compared to 3.04% for non-disabled students with a gap of 0.89% using data from IBEDS. We believe that the actual special education dropout rate may be lower than this because of the unresolved discrepancies between the two databases regarding students listed as special education. This rate of 3.93% is lower than the point-in-time 618 dropout data of 4.18% reported on the previous APR. The difference in dropout rate between the two data sources is due to the IBEDS procedure of collecting dropout data three times a year to capture students who re-enroll during the same school year due to district recovery efforts, while the 618 data captures only a snapshot on December 1<sup>st</sup>. Therefore, the two rates are not comparable.

A unique student identifier is needed in IBEDS to ensure that dropouts are accurately coded by subgroups. Using a unique identifier in the student database is politically unpopular in Idaho, hindering efforts thus far and requiring the cross-referencing of data systems to obtain the required data. Ongoing efforts are expected to eventually resolve this problem.

The high stakes testing requirement for 2008 graduates will require LEAs and the SDE to engage in Herculean efforts to maintain or reduce the dropout rate for students with disabilities.

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FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Reduce gap between general education and special education dropout rate to 0.84%
<b>2006 (2006-2007)</b>	Reduce gap between general education and special education dropout rate to 0.79%
<b>2007 (2007-2008)</b>	Reduce gap between general education and special education dropout rate to 0.74%
<b>2008 (2008-2009)</b>	Reduce gap between general education and special education dropout rate to 0.74%
<b>2009 (2009-2010)</b>	Reduce gap between general education and special education dropout rate to 0.71%
<b>2010 (2010-2011)</b>	Reduce gap between general education and special education dropout rate to 0.69%

## Improvement Activities/Timelines/Resources:

FFY	Improvement Activities	Timelines	Resources
<b>2005 (2005-2006)</b>	Create a cross-check system between IBEDS and 618 to verify the accuracy of dropouts designated as special education in the IBEDS system.	2005-2006	Special Education IT Coordinator Quality Assurance Coordinator Public School Finance Specialist VI-B funds
	Collaborate with general education data specialists and Computer Services to create a unique student identifier.	2005-2006	Special Education IT Coordinator Public School Data Manager Programmer VI-B funds State funds
	Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a>	Ongoing	Secondary Transition Specialist Quality Assurance Coordinator Regional Consultants Monitoring Leaders VI-B funds
	Increase the accountability of LEAs for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting Idaho general education accreditation requirements.	Fall 2005 and Ongoing	Quality Assurance Coordinator Accountability & School Improvement cross-bureau team

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	Increase parent involvement in maintaining their children in school through Title 1 and Special Education Home, School and Community Partnership Project dropout prevention activities. See Indicator 8 for additional information.	Spring 2006 and Ongoing	Title VI B funds Title 1 Parent Involvement Coordinator Special Education Parent Involvement Coordinator
<b>2006 (2006-2007)</b>	Collaborate with general education data specialists and Computer Services to create a unique student identifier.	Ongoing	Special Education IT Coordinator Public School Data Manager Programmer VI-B funds State funds
	Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a>	Ongoing	Secondary Transition Specialist Quality Assurance Coordinator Regional Consultants Monitoring Leaders VI-B funds
	Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.	Ongoing	Quality Assurance Coordinator Accountability & School Improvement cross-bureau team VI-B funds Title 1 funds State funds
<b>2007 (2007-2008)</b>	Collaborate with general education data specialists and Computer Services to create a unique student identifier.	Ongoing	Special Education IT Coordinator Public School Data Manager Programmer VI-B funds State funds
	Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a>	Ongoing	Secondary Transition Specialist Quality Assurance Coordinator Regional Consultants Monitoring Leaders VI-B funds
	Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.	Ongoing	Quality Assurance Coordinator Accountability & School Improvement cross-bureau team VI-B funds Title 1 funds State funds
<b>2008 (2008-2009)</b>	Collaborate with general education data specialists and Computer Services to create a unique student identifier.	Ongoing	Special Education IT Coordinator Public School Data Manager Programmer VI-B funds State funds



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	Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a>	Ongoing	Secondary Transition Specialist Quality Assurance Coordinator Regional Consultants Monitoring Leaders VI-B funds
	Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.	Ongoing	Quality Assurance Coordinator Accountability & School Improvement cross-bureau team VI-B funds Title 1 funds State funds
<b>2009 (2009-2010)</b>	Collaborate with general education data specialists and Computer Services to create a unique student identifier.	Ongoing	Special Education IT Coordinator Public School Data Manager Programmer VI-B funds State funds
	Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a>	Ongoing	Secondary Transition Specialist Quality Assurance Coordinator Regional Consultants Monitoring Leaders VI-B funds
	Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.	Ongoing	Quality Assurance Coordinator Accountability & School Improvement cross-bureau team VI-B funds Title 1 funds State funds
<b>2010 (2010-2011)</b>	Collaborate with general education data specialists and Computer Services to create a unique student identifier.	Ongoing	Special Education IT Coordinator Public School Data Manager Programmer VI-B funds State funds
	Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a>	Ongoing	Secondary Transition Specialist Quality Assurance Coordinator Regional Consultants Monitoring Leaders VI-B funds
	Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.	Ongoing	Quality Assurance Coordinator Accountability & School Improvement cross-bureau team VI-B funds Title 1 funds State funds

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**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

**Indicator 3A:** Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

**Indicator 3B:** Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

**Indicator 3C:** Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

**Data source:** Assessment data for the spring 2005 ISAT and the 2005 IAA collected for purposes of determining AYP.

**3A Measurement:**

Percent equals the number of districts meeting the State's AYP objectives for progress for students with IEPs divided by the total number of districts that met Idaho's minimum group size of 34 (71 districts), times 100.

**3B Measurement:** Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b. + c. + d. + e. divided by a.

**3C Measurement:**

Proficiency rate =

- a. # of children with IEPs in grades assessed
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b. divided by a. times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c. divided by a. times 100);

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- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d. divided by a. times 100);
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e. divided by a. times 100).

Overall Percent = b. + c. + d. + e divided by a.

**Overview of Issue/Description or Process:**

Three years ago Idaho began using an online version of the Northwest Evaluation Association's (NWEA) level testing, Idaho Standards Achievement Test (ISAT). To meet AYP requirements the spring test now contains 41 on-grade-level questions that are used to figure district and state AYP compliance.

District student data is transferred to the NWEA database twice a year prior to the online test and updated online, by each district, between the time of the file transfer and the beginning of the test window. This student data allows students statewide to login to the appropriate test and is then used to create the required disaggregations. At the close of the spring test window the entire student test database is transferred to the SDE and is then used for AYP calculations.

From this database the SDE runs queries to obtain data for the SPP. Software programs have been created to help validate the student data files before school districts send the files to NWEA. In this way the state has been able to create a very accurate database. However without a unique student identifier (ID), the state has been unable to conduct student level analysis across the three years of the test. The SDE is working on the creation of a state assigned student ID. The unique student identifier should be in place by fall, 2006.

Students in grades 3 through 8 and 10 take a comprehensive assessment of reading, language usage, math and science skills in the fall and spring. Districts have the option of offering a winter ISAT test as well. In 2004, the state added a science portion, as required by federal law. Most students take the multiple-choice ISAT via computer. It is not timed, but generally takes about an hour to complete. The state reports ISAT results in two ways. In the fall, results reflect the percent of students who met their individual growth targets. In the spring, results reflect the percent of students who met state proficiency targets on grade level items.

The goal for schools, districts, and the state, is for all students in grades 3 through 8 and 10 to be proficient in reading, math, and language by the spring of 2014. Idaho is phasing in the tests, which will measure the progress of students in meeting this goal. In 2004-05, students in grades 3 through 8, and 10 were tested using the ISAT or the Idaho Alternate Assessment (IAA). Idaho's Adequate Yearly Progress (AYP) is calculated using only on-grade-level test questions on the spring ISAT. Every school is required to meet reading and math targets for all student subgroups.

AYP monitors whether a school/district met the following state goals for 2004-2005:

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1. Participation. For both reading and math, a minimum of 95% of students in each subgroup, including the group of students with disabilities, must be tested to meet the participation goal.
2. Academic proficiency – Reading. A minimum of 72% of students in each subgroup, including the group of students with disabilities, must score at the proficient level or above.
3. Academic proficiency – Math. A minimum of 60% of students in each subgroup, including the group of students with disabilities, must score at the proficient level or above.

“Safe Harbor” is used if a subgroup, including the group of students with disabilities, has not met a proficiency goal in reading or math. Safe Harbor allows the group to make the goal if two criteria are met: 1) 10% of the group moved from not proficient to proficient or advanced when compared to the prior year, and, 2) for elementary schools, the group met the growth indicator selected by the district from the following list:

1. Increase percentage of students scoring advanced proficient.
2. Decrease percentage of students scoring below basic.
3. Show academic growth on a computerized remediation program.

For high schools, the second criterion is the graduation rate for the “all student” category.

**Baseline Data for FFY 2004 (2004-2005):****A. 29.58% of districts (that met the N of  $\geq 34$  SWD) met AYP objectives for progress for SWD during 2004-2005**

Districts making AYP for SWD	Met AYP for SWD in Reading	Met AYP for SWD in Math	Met AYP for SWD in Both Reading & Math
<b>2004-2005</b> 71 districts met N of 34 for SWD	28 of 71 districts 39.44%	35 of 71 districts 49.30%	21 of 71 districts 29.58%
<b>2003-2004</b> 41 districts met “N”	29.27%	58.54%	21.95%

**B. Participation rate for students with IEPs: 99.8%**

Participation Rate for SWD 2004-2005	Reading Number	Reading Percent	Math Number	Math Percent
a. Total number of students on IEPs in the grades assessed	14,803		14,803	
b. Spring ISAT 2005 no accommodations	6,385	43.1%	4,766	32.2%
c. Spring ISAT 2005 with accommodations	7,442	50.3%	9,064	61.2%
d. Alternate assessment against grade level standards	NA	NA	NA	NA
e. Idaho Alternate Assessment against alternate	951	6.4%	944	6.4%

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standards				
IEP students not participating	25	0.17%	29	0.20%
<b>Total IEP students participating</b>	<b>14,778</b>	<b>99.8%</b>	<b>14,774</b>	<b>99.8%</b>

**C. Proficiency rate for SWD against grade level standards and alternate standards: 45.88%**

<b>Proficiency Rate for SWD 2004-2005</b>	<b>Students on IEPs who scored proficient or advanced</b>			
<b>Statewide Assessment</b>	<b>Reading #</b>	<b>Reading %</b>	<b>Math #</b>	<b>Math %</b>
Spring 2005 ISAT No accommodations	3,822	25.82%	2,976	20.10%
Spring 2005 ISAT With accommodations	2,455	16.58%	3,119	21.07%
Alternate assessment against grade level standards does not exist	NA	NA	NA	NA
Idaho Alternate Assessment (IAA) against alternate standards (downward extension of regular standards)	623	4.21%	564	3.81%
<b>Total SWD proficient</b>		<b>46.61%</b>		<b>44.98%</b>

**Discussion of Baseline Data:**

Idaho has made incredible progress toward full participation and accountability for students with disabilities in statewide assessments. Prior to the reauthorization of 1997, only 25% of students with disabilities in Idaho participated in statewide assessments with their scores counting. Now with a participation rate of 99.8%, it is rare that students miss the assessment and their scores always count.

Students with disabilities have made continuous progress over the past three years in grades 4, 8, and 10 in both reading and math. Proficiency percentages increased over 14% in reading for grade 10 from 2004 to 2005. In 4<sup>th</sup> grade, 17.1% more students with disabilities scored proficient or advanced in 2005 than in 2003. In math in grades 4 and 10, students with disabilities increased at a rate higher than the statewide gain. In 2005, 10.5% more 4<sup>th</sup> grade students with disabilities were proficient than in 2004. For the same period, the statewide proficiency rate increased by 6.6%.

In spite of the impressive overall gains of SWD, the percentage of districts making AYP for students with disabilities in math decreased during 2004-2005. This may be due to the fact that there has been a far greater emphasis in the state on reading curriculum, interventions, and strategies over the past two years, but less emphasis on math. Even at the national level, more scientifically research-based materials are available regarding teaching reading than there is for math. Math intervention is an area currently under development in Idaho. Idaho is making strategic changes in order to better

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address the needs of districts that failed to make AYP. Cross-bureau teams are being organized to monitor and provide technical assistance to districts with the greatest needs.

This is an enormous task for all states. Idaho is at the beginning of collaborative efforts between Title programs (Reading First, School Improvement), Curriculum (Reading, Math, etc.) and Special Education to provide coordinated training and technical assistance to meet the needs outlined above. It is challenging for districts to adopt an array of appropriate curricula, and provide appropriate training and oversight. Student achievement data will lag, perhaps for up to three years, before significant changes in curriculum and instruction can be made. Activities to meet these needs are detailed below.

<b>FFY</b>	<b>3A Measurable and Rigorous Targets for AYP</b>
<b>2005 (2005-2006)</b>	35% of districts will meet AYP goals for students with disabilities
<b>2006 (2006-2007)</b>	41% of districts will meet AYP goals for students with disabilities
<b>2007 (2007-2008)</b>	47% of districts will meet AYP goals for students with disabilities
<b>2008 (2008-2009)</b>	53% of districts will meet AYP goals for students with disabilities
<b>2009 (2009-2010)</b>	59% of districts will meet AYP goals for students with disabilities
<b>2010 (2010-2011)</b>	65% of districts will meet AYP goals for students with disabilities

<b>FFY</b>	<b>3B Measurable and Rigorous Targets for Participation</b>
<b>2005 (2005-2006)</b>	99.8% participation rate for students with disabilities
<b>2006 (2006-2007)</b>	99.8% participation rate for students with disabilities
<b>2007 (2007-2008)</b>	99.9% participation rate for students with disabilities
<b>2008 (2008-2009)</b>	99.9% participation rate for students with disabilities
<b>2009 (2009-2010)</b>	99.9% participation rate for students with disabilities
<b>2010 (2010-2011)</b>	99.9% participation rate for students with disabilities

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<b>FFY</b>	<b>3C Measurable and Rigorous Targets for Performance</b>
<b>2005 (2005-2006)</b>	Reading proficiency: 49.85% Math proficiency: 46.58%
<b>2006 (2006-2007)</b>	Reading proficiency: 53.09% Math proficiency: 48.18%
<b>2007 (2007-2008)</b>	Reading proficiency: 56.33% Math proficiency: 49.78%
<b>2008 (2008-2009)</b>	Reading proficiency: 59.57% Math proficiency: 53.18%
<b>2009 (2009-2010)</b>	Reading proficiency: 62.81% Math proficiency: 56.68%
<b>2010 (2010-2011)</b>	Reading proficiency: 66.04% Math proficiency: 61.28%

By applying the 2% flexibility allowed by the Secretary of Education, the federally approved 21% rule, the State will attain a rate of 100% proficiency for SWD by 2014 as required.

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Timeline</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Collaborate with the Bureau of Technology, Office of the State Board, and NWEA to create accurate, consistent reports from the ISAT data for public reporting.	Summer	SDE Data Specialist SDE Testing Coordinator SBOE Data Specialist SBOE Testing Coordinator Testing Contractor State funds VI-B funds
	Provide public reporting of children with disabilities participation and proficiency rates in statewide assessments.	Fall	SDE Data Specialist VI-B funds
	Pilot the math indicator screener to identify at-risk students Kindergarten through Grade 2.	Fall and Spring	SDE Testing Coordinator Math coordinator State funds VI-B funds
	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.	Fall	SDE Data Coordinator Quality Assurance Coordinator Regional Consultants VI-B funds

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	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).	Fall and ongoing throughout the year	SDE Data Coordinator Quality Assurance Coordinator SDE regional consultants VI-B funds
	Provide training and technical assistance in scientifically research based practices in reading and math. Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of an electronic Learning Community for Math and Reading	Reading June, 2006 and Annually Math September, 2006 and Annually	SDE Reading Coordinator SDE Math Coordinator Reading First Coordinator Title 1 and SDE regional consultants Idaho Training Clearinghouse State funds VI-B funds
	Make available a Data Analysis System for installation in districts using Results Based Model (Idaho's RTI system).	Winter	SDE Data Coordinator RBM Coordinator VI-B funds
	Provide training and technical assistance to districts using the Data Analysis System.	Winter	SDE Data Coordinator RBM Coordinator SDE regional consultants VI-B funds
<b>2006 (2006-2007)</b>	Collaborate with the Bureau of Technology, Office of the State Board, and NWEA to create accurate, consistent reports from the ISAT data for public reporting.	Summer	SDE Data Specialist SDE Testing Coordinator SBOE Data Specialist SBOE Test Coordinator Testing Contractor State funds VI-B funds
	Provide public reporting of special education participation and proficiency rates in statewide assessments.	Fall	SDE Data Specialist
	Conduct statewide, the math indicator screener to identify at-risk students Kindergarten through Grade 2.	Fall and Spring	SDE Testing Coordinator SDE Math Coordinator
	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.	Fall	SDE Data Coordinator SDE Quality Assurance Coordinator VI-B funds
	Review district AYP data reports and identify districts with low test participation and/or performance for	Fall and ongoing throughout the year	SDE Data Coordinator SDE Quality Assurance Coordinator



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	students with disability subgroup and provide focused review and technical assistance specific to identified need(s).		SDE regional consultants VI-B funds
	Provide training and technical assistance in scientifically research based practices in reading and math.	Ongoing	SDE reading and math coordinators, Reading First Coordinator, and Title 1 SDE regional consultants VI-B funds
	Make available a Data Analysis System for installation in districts using Results Based Model (Idaho's RTI system).	Winter	SDE data coordinator RBM coordinator VI-B funds
	Provide training and technical assistance in scientifically research based practices in reading and math.  Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of and electronic Learning Community for Math and Reading	Reading June, 2006 and Annually Math September, 2006 and Annually	SDE Reading Coordinator Math Coordinator Reading First Coordinator Title 1 and SDE regional consultants Idaho Training Clearinghouse State funds Title I funds VI-B funds
<b>2007 (2007-2008)</b>	Collaborate with the Bureau of Technology, Office of the State Board, and NWEA to create accurate, consistent reports from the ISAT data for public reporting.	Summer	SDE Data Specialist Testing Coordinator, SBOE Data Specialist and Testing Coordinator, Testing Contractor
	Provide public reporting of special education participation and proficiency rates in statewide assessments.	Fall	SDE Data Specialist
	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.	Fall	SDE Data Coordinator Quality Assurance Coordinator VI-B funds
	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).	Fall and Ongoing throughout the year	SDE Data Coordinator Quality Assurance Coordinator SDE regional consultants VI-B funds
	Provide training and technical assistance in scientifically research based practices in reading and math.  Consortium on Reading Excellence	Reading June, 2006 and Annually Math September, 2006	SDE Reading Coordinator Math Coordinator Reading First Coordinator Title 1 and SDE regional consultants

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	(CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of and electronic Learning Community for Math and Reading	and Annually	Idaho Training Clearinghouse Title I funds VI-B funds
<b>2007 (2007-2008)</b>	Make available a Data Analysis System for installation in districts using Results Based Model (Idaho's RTI system).	Winter	SDE Data Coordinator RBM Coordinator VI-B funds
	Provide training and technical assistance to districts using the Data Analysis System.	Winter	SDE Data Coordinator RBM Coordinator SDE regional consultants
	Provide training and technical assistance in scientifically research based practices in reading and math.  Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of and electronic Learning Community for Math and Reading	Reading June, 2006 and Annually Math September, 2006 and Annually	SDE Reading Coordinator Math Coordinator Reading First Coordinator Title 1 and SDE Regional Consultants Idaho Training Clearinghouse VI-B funds
<b>2008 (2008-2009)</b>	Collaborate with the Bureau of Technology, Office of the State Board, and NWEA to create accurate, consistent reports from the ISAT data for public reporting.	Summer	SDE Data Specialist Testing Coordinator SBOE Data Specialist SBOE Testing Coordinator Testing Contractor VI-B funds
	Provide public reporting of special education participation and proficiency rates in statewide assessments.	Fall	SDE Data Specialist VI-B funds
	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.	Fall	SDE Data Coordinator Quality Assurance Coordinator VI-B funds
	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).	Fall and Ongoing throughout the year	SDE Data Coordinator Quality Assurance Coordinator SDE regional consultants VI-B funds

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	Provide training and technical assistance in scientifically research based practices in reading and math. Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of and electronic Learning Community for Math and Reading	Reading June, 2006 and Annually Math September, 2006 and Annually	SDE Reading Coordinator Math Coordinator Reading First Coordinator Title 1 and SDE Regional Consultants Idaho Training Clearinghouse VI-B funds SIG funds
	Make available a Data Analysis System for installation in districts using Results Based Model (Idaho's RTI system).	Winter	SDE Data Coordinator RBM Coordinator SIG funds VI-B funds
	Provide training and technical assistance to districts using the Data Analysis System.	Winter	SDE Data Coordinator RBM Coordinator SDE Regional Consultants SIG funds VI-B funds
<b>2009 (2010-2011)</b>	Collaborate with the Bureau of Technology, Office of the State Board, and NWEA to create accurate, consistent reports from the ISAT data for public reporting.	Summer	SDE Data Specialist SDE Testing Coordinator SBOE Testing Coordinator SBOE Data Specialist Testing Contractor State funds
	Provide public reporting of special education participation and proficiency rates in statewide assessments.	Fall	SDE Data Specialist VI-B funds
	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.	Fall	SDE Data Coordinator Quality Assurance Coordinator VI-B funds
	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).	Fall and Ongoing throughout the year	SDE Data Coordinator Quality Assurance Coordinator SDE regional consultants VI-B funds
	Provide training and technical assistance in scientifically research based practices in reading and math. Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership	Reading June, 2006 and Annually Math September, 2006 and Annually	SDE Reading Coordinator Math Coordinator Reading First Coordinator Title 1 and SDE Regional Consultants Idaho Training Clearinghouse SIG funds

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	and Coaching Institute Development of and electronic Learning Community for Math and Reading		VI-B funds
	Make available a Data Analysis System for installation in districts using Results Based Model (Idaho's RTI system).	Winter	SDE Data Coordinator RBM Coordinator SIG funds VI-B funds
	Provide training and technical assistance to districts using the Data Analysis System.	Winter	SDE Data Coordinator RBM Coordinator SDE Regional Consultants SIG funds VI-B funds
<b>2010 (2010-2011)</b>	Collaborate with the Bureau of Technology, Office of the State Board, and NWEA to create accurate, consistent reports from the ISAT data for public reporting.	Summer	SDE Data Specialist SDE Testing Coordinator SBOE Testing Coordinator SBOE Data Specialist Testing Contractor State funds VI-B funds
	Provide public reporting of special education participation and proficiency rates in statewide assessments.	Fall	SDE Data Specialist VI-B funds
	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.	Fall	SDE Data Coordinator Quality Assurance Coordinator VI-B funds
	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).	Fall and Ongoing throughout the year	SDE Data Coordinator Quality Assurance Coordinator SDE Regional Consultants VI-B funds Title I funds State funds
	Provide training and technical assistance in scientifically research based practices in reading and math. Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of and electronic Learning Community for Math and Reading	Reading June, 2006 and Annually Math September, 2006 and Annually	SDE Reading Coordinator Math Coordinator Reading First Coordinator Title 1 and SDE Regional Consultants Idaho Training Clearinghouse Title I funds SIG funds VI-B funds
	Make available a Data Analysis System for installation in districts using Results Based Model (Idaho's	Winter	SDE Data Coordinator RBM Coordinator SIG funds

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	RTI system).		VI-B funds
	Provide training and technical assistance to districts using the Data Analysis System.	Winter	SDE Data Coordinator RBM Coordinator SDE Regional Consultants SIG funds VI-B funds

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**Indicator 4: Rates of Suspension and Expulsion**

**Indicator 4A:** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

**Indicator 4B:** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

**Data source:** Section 618 Discipline Data.

**Measurement:**

- A. Percent equals the number (1) of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State (115) times 100.
- B. Percent equals the number (0) of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year of children with disabilities by race/ethnicity divided by the number of districts in the State (115) times 100.

NOTE: Significant discrepancy is determined by applying the E-formula to the baseline year to determine how many students a district is statistically expected to suspend/expel, if all districts contribute equally, based on the number of special education students served by the district in the baseline year, which was 1998-1999.

$$E = A + \text{Sqrt} [A * (100-A)/N]$$

Where:

E = Maximum percentage of the total special education suspensions/expulsions (or suspensions by race/ethnicity for B) in the State that would be statistically expected from a specific district. This includes a statistical error range above the percentage of students with disabilities (or of a specific race/ethnicity for B.) that is contributed by the district to the State total.

A = Percentage of the total State special education population contributed by a district (or by race/ethnicity for B.)

N = The total number of special education students suspended/expelled in the state (or by race/ethnicity for B.).

**Overview of Issue/Description or Process:** Idaho continues work on developing an online incident reporting system for all students that identifies incidents by subgroups, including students who are receiving special education services. Until that is in use, a

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separate special education discipline data collection will exist to meet the requirements of the IDEA.

Because Idaho is in the Ninth Circuit Court system that handed down the E-formula in the Larry P. case of disproportionate representation in California, our state has elected to use it to determine statistical expectations by district for suspensions/expulsions. This formula works well because it takes size into consideration when generating predicted error ranges, allowing for a small error range when numbers are large, but allowing for a larger error range when small numbers would greatly impact percentages.

**Baseline Data for FFY 2005 (2004-2005):**

**Indicator A:** Districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days: 0.87%.

**Indicator B:** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of SWD of greater than 10 days by race and ethnicity: 0%

**Discussion of Baseline Data:**

**Indicator A:** During the 2004-2005 school year, 58 students were suspended/expelled for more than 10 days in the State, a rate of far less than 1% of all students in special education programs. One district was identified as being significantly discrepant from other districts in its suspension/expulsion rate. This district was required to review its policies and procedures and file a plan for correction with the SDE. Technical assistance will be provided by the regional consultants, if requested. Follow-up monitoring activities will verify correction.

**Indicator B:** No districts had a significant discrepancy in the rates of students, by race/ethnicity, suspended or expelled for more than ten days during the 2004-2005 school year.

The number of students with disabilities suspended/expelled for more than ten days during the 2004-2005 school year, at 58 students, was the lowest ever on record. We believe the discipline rate has been positively impacted by the Positive Behavior Supports (PBS) project funded by the State for seven consecutive years. Schools or districts may request PBS services at State expense to problem-solve around challenging behaviors of specific students and to help create an effective behavior intervention plan that proactively deals with behaviors that may have resulted in suspension or expulsion. Districts are now expanding the PBS concept with district-wide school climate improvement efforts led by PBS team members

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FFY	Measurable and Rigorous Targets	
	Indicator A: Significantly Discrepant Districts	Indicator B: Discrepant Districts by Race/Ethnicity
<b>2005 (2005-2006)</b>	0%	0%
<b>2006 (2006-2007)</b>	0%	0%
<b>2007 (2007-2008)</b>	0%	0%
<b>2008 (2008-2009)</b>	0%	0%
<b>2009 (2009-2010)</b>	0%	0%
<b>2010 (2010-2011)</b>	0%	0%

**Improvement Activities/Timelines/Resources:**

FFY	Activities	Projected Timelines	Projected Resources
<b>2005 (2005-2006)</b>	Provide training regarding scientific research based PBIS interventions, and incorporate functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Ongoing	Regional Consultants VI-B Funds
	RBM and PBIS Projects will include the same tiered intervention model when addressing behavior supports in implementation of the Results Based Model	Spring 2006 Ongoing	SDE Special Education Supervisor SDE Title 1 Personnel PBIS Consultants SDE Safe and Drug Free Schools Coordinator Regional Consultants VI-B Funds
	Continue funding the PBS project.	Ongoing	Contracted Consultants VI-B funds
	Collaborate with System of Care for Children's Mental Health to pilot 3 districts with combination PBIS School wide and Children's Mental Health Project at elementary, middle, and high school.	2005 and Annually	Department of Health and Welfare System of Care/Building on Each Other's Strengths PBIS Institute, University of Oregon PBS Coordinator, SDE VI-B funds



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	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	2005 and Annually	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants PBS Project Consultants VI-B funds
	Support PBS Project strand for Autism Spectrum Disorders.	2005 and Annually	PBS Consultants Professional Development in Autism Centers PBS Consultant, SDE VI-B funds
<b>2006 (2006-2007)</b>	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	2006 and Annually	Regional Consultants VI-B Funds
	Use tiered model addressing positive behavior supports in Results Based Model	Ongoing	SDE special education coordinator SDE Title 1 personnel SDE Safe and Drug Free Schools Coordinator Regional Consultants VI-B Funds
	Continue funding the PBS project.	Annually	Contracted Consultants VI-B funds
	Collaborate with System of Care for Children's Mental Health to add 3-5 districts with combination PBIS School wide and Children's Mental Health Project at elementary, middle, and high school.	Annually	Department of Health and Welfare System of Care/Building on Each Other's Strengths PBIS Institute, University of Oregon PBS Coordinator, SDE VI-B funds
	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Ongoing	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants PBS Project Consultants VI-B funds
	Support PBS Project strand for Autism Spectrum Disorders.	Annually	PBS Consultants Professional Development in Autism Centers PBS Consultant SDE Regional Consultants VI-B funds

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<b>2007 (2007-2008)</b>	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Annually	Regional Consultants VI-B Funds
	Use tiered model addressing positive behavior supports in Results Based Model	Ongoing	SDE Special Education Supervisor SDE Title 1 Personnel SDE Safe and Drug Free Schools Coordinator Regional Consultants VI-B Funds
	Continue funding the PBS project.	Annually	Contracted Consultants VI-B funds
	Collaborate with System of Care for Children's Mental Health to add 3-5 districts with combination PBIS School-wide and Children's Mental Health Project at elementary, middle, and high school	Annually	Department of Health and Welfare System of Care/Building on Each Other's Strengths PBIS Institute, University of Oregon PBS Coordinator, SDE VI-B funds
	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Annually	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants PBS Project Consultants VI-B funds
	Support PBS Project strand for Autism Spectrum Disorders.	Annually	PBS Consultants Professional Development in Autism Centers PBS Consultant, SDE VI-B funds
<b>2008 (2008-2009)</b>	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Annually	Regional Consultants VI-B Funds
	Use tiered model addressing positive behavior supports in Results Based Model	Annually	SDE Special Education Supervisor SDE Title 1 Personnel SDE Safe and Drug Free Schools Coordinator Regional Consultants VI-B Funds
	Continue funding the PBS project.	Annually	Contracted Consultants VI-B funds

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	Collaborate with System of Care for Children's Mental Health to add 3-5 districts with combination PBIS School-wide and Children's Mental Health Project at elementary, middle, and high school.	Annually	Department of Health and Welfare System of Care/Building on Each Other's Strengths PBIS Institute, University of Oregon PBS Coordinator, SDE Part VI-B Funds
	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Annually	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants PBS Project Consultants VI-B funds
	Establish PBS Project strand for Autism Spectrum Disorders.	Annually	PBS Consultants Professional Development in Autism Centers PBS Consultant, SDE VI-B funds
<b>2009 (2009-2010)</b>	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Annually	Regional Consultants VI-B Funds
	Use tiered model addressing positive behavior supports in Results Based Model	Annually	SDE Special Education Supervisor SDE Title 1 Personnel SDE Safe and Drug Free Schools Coordinator Regional Consultants SIG funds VI-B funds
	Continue funding the PBS project.	Annually	Contracted Consultants VI-B funds
	Collaborate with System of Care for Children's Mental Health to add 3-5 districts with combination PBIS School-wide and Children's Mental Health Project at elementary, middle, and high school.	Annually	Department of Health and Welfare System of Care/Building on Each Other's Strengths PBIS Institute, University of Oregon PBS Coordinator, SDE VI-B funds
	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Annually	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants PBS Project Consultants VI-B funds
	Establish PBS Project strand for Autism Spectrum Disorders.	Annually	PBS Consultants Professional Development in Autism Centers PBS Consultant, SDE VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

<b>2010 (2010-2011)</b>	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Annually	Regional Consultants VI-B Funds
	Use tiered model addressing positive behavior supports in Results Based Model	Annually	SDE Special Education Supervisor SDE Title 1 Personnel SDE Safe and Drug Free Schools Coordinator Regional Consultants VI-B Funds
	Continue funding the PBS project.	Annually	Contracted Consultants VI-B funds
	Collaborate with System of Care for Children's Mental Health to add 3-5 districts with combination PBIS School-wide and Children's Mental Health Project at elementary, middle, and high school.	Annually	Department of Health and Welfare System of Care/Building on Each Other's Strengths PBIS Institute, University of Oregon PBS Coordinator SDE Regional Consultants VI-B funds
	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Ongoing	SDFS Coordinator PBIS Coordinator, Regional Consultants PBS Project Consultants VI-B funds
	Establish PBS Project strand for Autism Spectrum Disorders.	Annually	PBS Consultants Professional Development in Autism Centers PBS Consultant, SDE VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 5:** Percent of children with IEPs ages 6 through 21:

- A.** Removed from regular class less than 21% of the day
- B.** Removed from regular class greater than 60% of the day
- C.** Served in public or private separate schools, residential placements, or homebound or hospital placements

**Data source:** Data collected under section 618.

**Measurement:**

- A.** Percent = # of children with IEPs removed from regular class less than 21% of the day, divided by the total number of students aged 6 through 21 with IEPs, times 100.
- B.** Percent = # of children with IEPs removed from regular class greater than 60% of the day, divided by the total # of students aged 6 through 21 with IEPs, times 100.
- C.** Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements, divided by the total # of students aged 6 through 21 with IEPs, times 100.

**NOTE:** Students enrolled privately by parents and students educated in juvenile or adult correctional facilities have been excluded from the total because of the impending change to an unduplicated count and our need for comparable data across years. In the past when a duplicate count was required for these students, their numbers were added to educational environment A. because they are educated with typical students. Therefore, this data is our new baseline and is not comparable to data reported in the APR.

**Overview of Issue/Description or Process:** Data on educational environments for students with disabilities is collected annually on December 1. SDE efforts to ensure the accuracy of the Child Count data include annual training required for new data managers and optional for others that covers codes and their definitions, with an emphasis on anything new. It also covers data entry, data validation, and reporting.

Annual training is held for the 20% of districts that are in the self-assessment cycle. This training is for district leadership teams and includes a review of their district's last 3 years of data submitted for Child Count with curious data highlighted in red. Again Child Count definitions are discussed as district teams scrutinize their data and the reports that were generated from that data.

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Baseline Data for FFY 2005 (2004-2005):**

- A. 58.2% Removed from regular class less than 21% of the day
- B. 9.0% Removed from regular class greater than 60% of the day
- C. 1.6% Served in public or private separate schools, residential placements, or homebound or hospital placements

**Discussion of Baseline Data:** As the SDE carries out monitoring activities in Idaho, we consistently observe a full continuum of services offered to meet the individual needs of students with disabilities, yet these students are included more and excluded less than they would be in most other states. In only five other states would students with disabilities be more likely to spend more than 80% of their school day with non-disabled peers and they are far less likely to be excluded from typical peers more than 60% of their school day, an area in which only four states perform better. Although separate facilities are sometimes the least restrictive environment for a specific student with significant emotional or educational needs, these environments are reserved for very few students in Idaho. Nationally, 4.2% of students with disabilities are educated in separate placements, while in Idaho, it is only 1.6%.

Some of the success at inclusion may be attributed to our contract with the University of Idaho Positive Behavior Supports Project (PBS). Through a grant, schools may apply for assistance from a PBS team member to assist them in problem solving around either specific student behavioral issues, or around issues allowing the LEA to develop more responsive PBS systems for all children. In spite of the high numbers of students included, monitoring activities find the most common service delivery model in Idaho continues to be pulling students out of regular classes to receive instruction in resource rooms, so we know there is room for improvement. We see few truly collaborative teaching models between general education teachers or content area specialists and special education teachers.

FFY	Measurable and Rigorous Targets		
	Indicator A: <21% out	Indicator B: >60% out	Indicator C: Separate
<b>2005 (2005-2006)</b>	59%	8.8%	1.6%
<b>2006 (2006-2007)</b>	60%	8.6%	1.6%
<b>2007 (2007-2008)</b>	61%	8.4%	1.5%
<b>2008 (2008-2009)</b>	62%	8.2%	1.5%
<b>2009 (2009-2010)</b>	63%	8.0%	1.5%
<b>2010 (2010-2011)</b>	64%	7.9%	1.5%

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
<b>2005 (2005-2006)</b>	Train district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.	Fall 2005 and Annually	Quality Assurance Coordinator VI-B Grants/Contracts Officer VI-B funds
	Program into the Child Count database a soft error message when a student has few hours of service and a more restrictive educational environment is entered.	Winter 2006	Quality Assurance Coordinator Contracted Programmer VI-B Grants/Contracts Officer VI-B funds
	Continue training on response to intervention (RBM) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.	2005-2006 and ongoing	RBM Coordinator SDE Regional Consultants RBM Contractors SIG funds VI-B funds
	Continue to provide training and technical assistance on Differentiated Instruction to LEAs	2005-2006 and ongoing	Gifted/Talented Coordinator SDE Regional Consultants VI B and SIG funds
	Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships."	Spring 2006 and Ongoing	VI B and Title 1 funds SDE Parent Involvement Coordinator Title 1 Family Coordinator SDE Regional Consultants SIG funds VI-B funds Title I funds
<b>2006 (2006-2007)</b>	Prepare a statewide training module on research-based effective co-teaching and collaborative models that will help districts meet the NCLB requirement for content endorsed teachers to deliver the primary instruction but also give students with disabilities the support they need to be successful in courses with typical peers.	2006-2007 and Ongoing	SDE Regional Consultants Personnel Development Coordinator VI-B funds
	Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.	Fall 2006 and Annually	Quality Assurance Coordinator VI-B Grants/Contracts Officer VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Continue training on response to intervention (RBM) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.	2006-2007 and Ongoing	RBM Coordinator SDE Regional Consultants SIG funds VI-B funds Title I funds
	Continue to provide training and technical assistance on Differentiated Instruction to LEAs	2006-2007 and Ongoing	Gifted/Talented Coordinator SDE Regional Consultants SIG funds VI-B funds
	Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships."	Ongoing	SDE Parent Involvement Coordinator Title 1 Family Coordinator SDE Regional Consultants SIG funds VI-B funds Title I funds
<b>2007 (2007-2008)</b>	Deliver training on co-teaching and collaborative models that will help districts meet the NCLB requirement for content endorsed teachers to deliver the primary instruction but give students with disabilities the support they need to be successful in courses with typical peers	2007-2008 and Ongoing	Regional Consultants Personnel Development Coordinator VI-B funds
	Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.	Fall 2007 and Annually	Quality Assurance Coordinator VI-B Grants/Contracts Officer VI-B funds
	Continue training on response to intervention (RBM) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.	2007-2008 and Ongoing	RBM Coordinator SDE Regional Consultants SIG funds VI-B funds Title I funds
	Continue to provide training and technical assistance on Differentiated Instruction to LEAs	2007-2008 and Ongoing	Gifted/Talented Coordinator SDE Regional Consultants SIG funds VI-B funds
	Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships."	Ongoing	SDE Parent Involvement Coordinator Title 1 Family Coordinator SDE Regional Consultants SIG funds VI-B funds Title I funds



## Idaho State Performance Plan (SPP) FFY 2006-2011

<b>2008 (2008-2009)</b>	Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.	Fall 2008 and Annually	Quality Assurance Coordinator VI-B Grants/Contracts Officer VI-B funds
	Continue training on response to intervention (RBM) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.	2008-2009 Annually	RBM Coordinator SDE Regional Consultants SIG funds VI-B funds
	Continue to provide training and technical assistance on Differentiated Instruction to LEAs	2008-2009 and Ongoing	Gifted/Talented Coordinator SDE Regional Consultants VI-B funds
	Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships."	Ongoing	SDE Parent Involvement Coordinator Title 1 Family Coordinator SDE Regional Consultants VI-B funds Title I funds
<b>2009 (2009-2010)</b>	Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.	Fall 2009 and Annually	Quality Assurance Coordinator VI-B Grants/Contracts Officer VI-B funds
	Continue training on response to intervention (RBM) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.	2009-2010 Annually	RBM Coordinator SDE Regional Consultants SIG funds VI-B funds
	Continue to provide training and technical assistance on Differentiated Instruction to LEAs	2009-2010 and Ongoing	Gifted/Talented Coordinator SDE Regional Consultants VI-B funds
	Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships."	Ongoing	SDE Parent Involvement Coordinator Title 1 Family Coordinator SDE Regional Consultants VI-B funds Title I funds
<b>2010 (2010-2011)</b>	Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.	Fall 2010 and Annually	Quality Assurance Coordinator VI-B Grants/Contracts Officer VI-B funds
	Continue training on response to intervention (RBM) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.	2010-2011 Annually	RBM Coordinator SDE Regional Consultants SIG funds VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Continue to provide training and technical assistance on Differentiated Instruction to LEAs	2010-2011 and Ongoing	Gifted/Talented Coordinator SDE Regional Consultants VI-B funds
	Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships."	Ongoing	SDE Parent Involvement Coordinator Title 1 Family Coordinator SDE Regional Consultants VI-B funds Title I funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 6:** Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood/part-time early childhood special education settings).

**Data Source:** Data collected for reporting under section 618 (Annual Report of Children Served).

**Measurement:** Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

**Overview of Issue/Description or Process:** Idaho ensures that all LRE considerations apply to preschool students with disabilities who are entitled to receive special education and related services. Settings for implementing IEPs for students of preschool and kindergarten age are the same as for all other school-age children. Only one public school district, of 114, in Idaho operates a limited program for preschool children without disabilities. LEAs are not required to initiate such programs solely to satisfy LRE requirements. However, the LEA must meet the individual needs of preschool children with disabilities in least restrictive environments by providing alternative settings, which may include:

- Providing opportunities for participation (including part-time) of preschool children with disabilities in other preschool settings operated for preschool children without disabilities by other agencies (Head Start, NAEYC accredited preschools, licensed child care).
- Placing preschool children with disabilities in the following:
- Private school programs for preschool children without disabilities; or
- Private preschool programs that integrate children with and without disabilities; and
- Locating classes for preschool children with disabilities in elementary schools and integrating those children in typical kindergarten, recess, and other activities as individually appropriate.

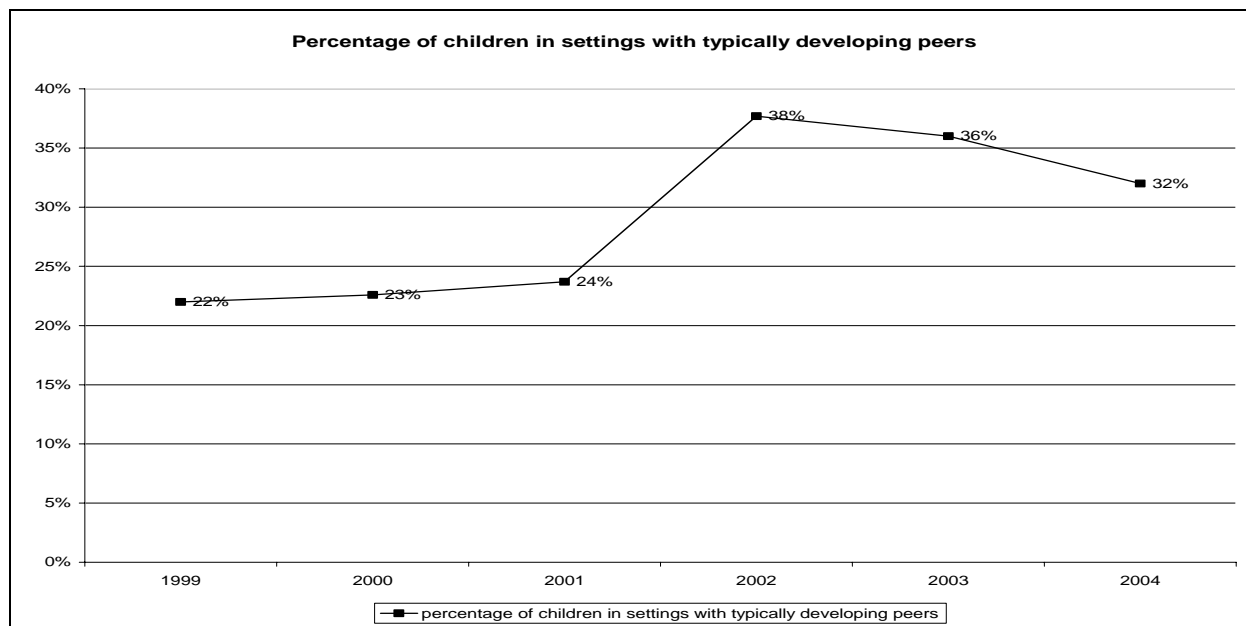
**Baseline Data for FFY 2005 (2004-2005):**

The data includes:

- Early Childhood Setting;
- Home;
- Part-time Early Childhood Setting/Part-time Early Childhood Special Education Setting.

Baseline: 32% percent of preschool children with IEPs received special education and related services in settings with typically developing peers, including early childhood settings, home, and part-time special education early childhood-part-time early childhood settings.

## Idaho State Performance Plan (SPP) FFY 2006-2011



**Discussion of Baseline Data:** Most of Idaho's LEAs are rural or remote. Access to early childhood programs of acceptable quality, or any at all, is problematic for many LEAs. Only 13 Head Start programs exist in Idaho. The SDE has worked for the past year with NECTAC and the Vanderbilt Individualizing Inclusion project in order to stimulate placement and supports in inclusive settings, and to provide practicum sites and buy-in from University teacher preparation programs with Early Childhood/Early Childhood Special Education Certificate programs.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	>32% of children ages 3-5 educated with typically developing peers
<b>2006 (2006-2007)</b>	>32% of children ages 3-5 educated with typically developing peers
<b>2007 (2007-2008)</b>	>35% of children ages 3-5 educated with typically developing peers
<b>2008 (2008-2009)</b>	>40% of children ages 3-5 educated with typically developing peers
<b>2009 (2009-2010)</b>	>40% of children ages 3-5 educated with typically developing peers
<b>2010 (2010-2011)</b>	>40% of children ages 3-5 educated with typically developing peers

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>
<b>2005 (2005-2006)</b>	Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results.	September 2005, and Annually	Quality Assurance Coordinator and Monitoring Chair Monitoring Task Force Regional Consultants VI-B funds
	Continue to make preschool LRE data reports public	September Annually	Quality Assurance Coordinator VI-B funds
	Continue to assist LEAs in using LRE data in improvement planning	Ongoing	Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2006 (2006-2007)</b>	Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results.	September 2006 and Annually	Quality Assurance Coordinator and Monitoring Chairs Monitoring Task Force Regional Consultants VI-B funds
	Continue to make preschool LRE data reports public.	September 2007 and Annually	Quality Assurance Coordinator VI-B funds
	Continue to assist LEAs in using LRE data in improvement planning	Ongoing	Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2007 (2007-2008)</b>	Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results.	September 2007 and Annually	Quality Assurance Coordinator and Monitoring Chairs Monitoring Task Force Regional Consultants VI-B funds
	Continue to make preschool LRE data reports public.	September, Annually	Quality Assurance Coordinator VI-B funds
	Continue to assist LEAs in using LRE data in improvement planning	Ongoing	Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2008 (2008-2009)</b>	Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results.	September 2008 and Annually	Quality Assurance Coordinator and Monitoring Chairs Monitoring Task Force Regional Consultants VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Continue to make preschool LRE data reports public .	September and Annually	Quality Assurance Coordinator VI-B funds
	Continue to assist LEAs in using LRE data in improvement planning	Ongoing	Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2009 (2009-2010)</b>	Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results.	September 2009 and Annually	Quality Assurance Coordinator and Monitoring Chairs Monitoring Task Force Regional Consultants VI-B funds
	Continue to make preschool LRE data reports public.	September 2009 and Annually	Quality Assurance Coordinator VI-B funds
	Continue to assist LEAs in using LRE data in improvement planning	Ongoing	Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2010 (2010 – 2011)</b>	Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results	September 2010 and Annually	Quality Assurance Coordinator and Monitoring Chairs Monitoring Task Force Regional Consultants VI-B funds
	Continue to make preschool LRE data reports public	September 2010 and Annually	Quality Assurance Coordinator VI-B funds
	Continue to assist LEAs in using LRE data in improvement planning	Ongoing	Quality Assurance Coordinator Regional Consultants VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A.** Positive social-emotional skills (including social relationships);
- B.** Acquire and use knowledge and skills (including early language/communication and early literacy); and
- C.** Use of appropriate behaviors to meet their needs.

**Data Source:** At this time Idaho has entry data from spring 2005 only on a sub-part of Indicator 7 B., early literacy, for all 4-year olds who are eligible and receiving services under IDEA in Idaho.

Idaho will develop a system to collect data on positive social-emotional skills, early language/communication, and use of appropriate behavior to meet their needs.

Entry data for all early childhood indicators will be reported for the February, 2007 APR. We will train all personnel on the selected assessment tool/s during the summer of 2006, and obtain *status on entry* data during fall 2006. We will collect data on all preschool children with disabilities receiving special education and related services in Idaho. No sampling will be used.

Data in subsequent years will be based on progress from entry to exit. For example, children who have been in the program at least 6 months, entered 2005-2006 and exited during 2006-2007 will have entry and exit data collected at no more than 30 days after entry or before exit.

We will report, each year, a) % of children who reach or maintain functioning at level comparable to same-age peers, b) % of children who improve functioning (not included in a), and c) % of children who do not improve functioning.

Measurable and rigorous targets will be based on aggregate progress data as state baseline data becomes available.

Public reporting of LEA program performance will be done in all years subsequent to 2007.

We will develop a system to collect the data obtained, and to analyze that data based on individual children's performance on positive social-emotional skills, early language/communication, and use of appropriate behavior to meet their needs.

**Measurement:** A measurement system will be developed and baseline collected which will include the following:

- A.** Positive social-emotional skills (including social relationships):
  - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.

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- b. Percent of preschool children who improve functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for item **a.**, report them in item **a.** Do not include children reported in items **a.** in items **b.** or **c.** If items **a. + b. + c.** does not sum to 100%, explain the difference.

- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
  - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
  - b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
  - c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for item **a.**, report them in item **a.** Do not include children reported in item **a.** in items **b.** or **c.** If items **a. + b. + c.** does not sum to 100%, explain the difference.

- C. Use of appropriate behaviors to meet their needs:
  - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
  - b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
  - c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for **a.**, report them in **a.** Do not include children reported in item **a.** in items **b.** or **c.** If items **a. + b. + c.** does not sum to 100%, explain the difference.



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Percent = # of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships) divided by # of preschool children with IEPs assessed times 100.

Percent = # of preschool children with IEPs who demonstrate acquisition of knowledge and skills (including early language/communication and early literacy) divided by # of preschool children with IEPs assessed times 100.

Percent = # of preschool children preschool children with IEPs who demonstrate appropriate behaviors to meet their needs divided by # of pre-school children with IEPs assessed times 100 .

**Overview of Issue/Description or Process:** General description of the outcome measurement system that Idaho will develop during the 2005-2006 school year:

The outcome measurement system for Idaho will include:

- Policies and procedures to guide outcome assessment and measurement practices.
- Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use.
- Quality assurance and monitoring procedures to ensure the accuracy of the outcome data.
- Data system elements for outcome data input and maintenance, and outcome data analysis functions.

Each of these is described below.

*Policies and procedures to guide outcome assessment and measurement practices.*

Data will be used from evaluations and reevaluations for measuring progress. Relevant policies will include:

- 1) Evaluation. A full and individualized evaluation of a child's needs must be conducted before any action is taken with respect to the initial placement of a student with a disability in a special education program. Eligibility of children must be determined by using multiple sources of data and must not be dependent upon single test scores. Evaluation procedures may include, but are not limited to, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, criterion-referenced and norm referenced instruments, clinical judgment, and tests of basic concepts or other techniques and procedures as deemed appropriate by the professional(s) conducting the evaluations.
- 2) Determination of Needed Evaluation Data. As part of the initial evaluation (if appropriate), the IEP Team and other qualified professionals shall review existing data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related service providers to determine the present levels of performance and educational needs of the student.

## Idaho State Performance Plan (SPP) FFY 2006-2011

*Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use.*

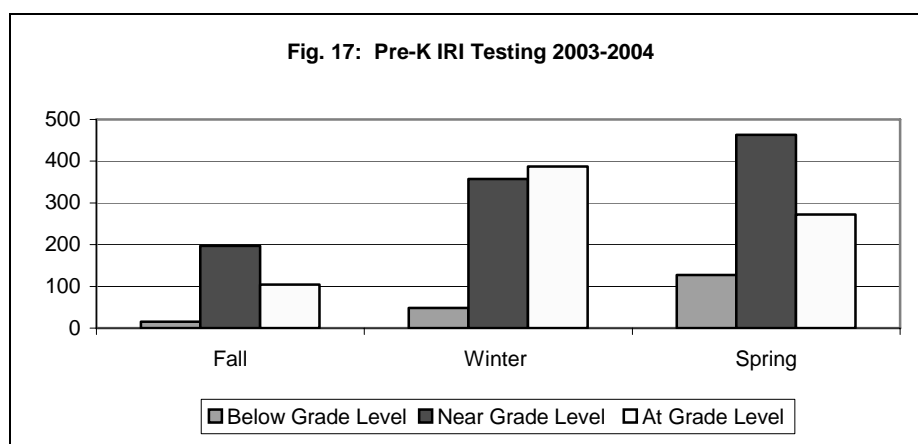
Outcome measurement policies, procedures and strategies will be determined through input from the Early Childhood Outcomes (ECO) Center and input from a broad stakeholder group including Part C, Head Start (including Migrant and Seasonal and Tribal Head Start Programs), child care, Early Childhood/Early Childhood Blended Certificate faculty at 2- and 4-year Institutions of Higher Education beginning with a stakeholder group, with the assistance of ECO Center personnel, in December, 2005. The Idaho Infant Toddler Program (Department of Health and Welfare) and the Idaho State Department of Education will then collaborate and coordinate the development and operation of a single outcome evaluation system from January through summer of 2006.

Parts C and B will *either* select to use one assessment instrument or a small list of assessment instruments along with the ECO Center rubrics *or* direct measures (if only one assessment is selected). SDE Contracted individuals from the company/companies publishing the assessment/s, the Regional Consultants and Part C personnel will provide regional training for providers, administrators and families during the summer of 2006. Entry data will be collected in September, 2006 and the first exit data in the spring of 2007.

*Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data.*

Monitoring procedures will be revised such that when IEPs are selected for record review, a review of information used for the outcome ratings is included in the protocol.

By fall, 2006, Idaho will develop an on-line mechanism to collect data required in this indicator. The state will have the ability to analyze the time 1 and time 2 matched ratings for individuals from the data system.

**Baseline Data for FFY 2005 (2004-2005):**

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**Discussion of Baseline Data:** Baseline data on indicators A, B, and C are not available at this time, with the exception of early literacy, collected on the Idaho Pre-Kindergarten Reading Indicator (Pre-K IRI). Note that the spring 'at grade level' proficiency rating falls from the winter indicator. The spring Pre-K IRI is identical the fall Kindergarten Idaho Reading Indicator (IRI), thus, it is expected that children would baseline for kindergarten on the spring Pre-K IRI. Parameters/strategies for measurement for all other sub indicators are described below.

Who will be included in the measurement, i.e. what population of children?

All children with IEPs, who are younger than 54 months of age when the first IEP is completed and who receive services for at least 6 months before kindergarten entry.

What assessment/measurement tool(s) will be used?

The SDE (Part B) and the Department of Health and Welfare (Part C), with input and buy-in from the stakeholder group December, 2005 to summer 2006 will select either a single or multiple assessment instruments which are in accord with the state's evaluation policies. If a single instrument is selected, entry data collected in the fall of 2006 will be used to determine cut scores for proficiency. If multiple assessment instruments are selected, a system will be used to inform a team rating in each of the three outcome areas, based on recommendations from the ECO Center on the development and implementation of a 7-point outcome rating system. The outcome rating scale summarizes each child's level of functioning in each of the three areas in relation to typically developing peers. The high point (7) on this scale indicates outcome achieved at an age-expected level. The low point (1) indicates the farthest distance from age-expectations.

Who will conduct the assessments?

IEP evaluation teams will determine who will conduct the assessment/s.

When will measurement occur?

Outcome ratings will be obtained on entry into the program, at the end of each school year, and on exit from the program.

Who will report data to whom, in what form, and how often?

Outcome rating scores on each outcome area will be entered into an on-line data base which will be developed by September, 2006. The data system will have a security access system to limit access to individual child data to appropriate personnel. Assessment data is required to be entered within 30 days of program entry.

How will data be analyzed?

Idaho is in the design phase now to assign and track a unique identifier for each child, to be rolled out fall 2006. This limits the state ability to collect entry data until fall 2006, and exits within the 2006-2007 school year and beyond. The outcome ratings from initial IEPs will be matched to exit outcome ratings for individual children. At the district and state levels, analysis of matched scores will yield each of the three outcomes:

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- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers: Children with ratings of 7 at initial IEP and at exit will be categorized as **a**. Children who have ratings below 7 at initial IEP, but 7 at exit will also be categorized as **a**.
- b. Percent of preschool children who improved functioning: Children with higher ratings at exit than at initial IEPs (with exit ratings below 7) will be categorized as **b**. Children who do not have increased rating scores, but who the team decides have made progress, based on available data, will also be categorized as **b**.
- c. Percent of preschool children who did not improve functioning: Children who do not have increased rating scores, and who the team decides have not made progress, based on available data, will be categorized as **c**.

In addition, the state will analyze by district and state the mean and distribution of the entry status of children, exit status, and percentages of children who increased ratings from initial IEPs to exit (moved nearer to typical development).

Baseline will be collected beginning in September 2006.

*This is a new indicator. Targets will be set once baseline data are available.*

FFY	Measurable and Rigorous Targets		
	Indicator A: Positive Social-Emotional Skills	Indicator B: Acquisition and Use of knowledge and skills (language/communication, early literacy)	Indicator C: Use of Appropriate Behaviors to Meet Needs
<b>2005 (2005-2006)</b>	This is a new indicator. Targets will be set when baseline data becomes available.		
<b>2006 (2006-2007)</b>			
<b>2007 (2007-2008)</b>			
<b>2008 (2008-2009)</b>			
<b>2009 (2009-2010)</b>			
<b>2010 (2010-2011)</b>			

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**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
<b>2005 (2005-2006)</b>	Convene a stakeholder group to consider the use of one assessment instrument or several state-adopted assessment instruments with the ECO Center rating scale. Align with Part C, G-SEG decision	December 2005	619 Coordinator Part C, Infant Toddler Program ECO Center Staff
<b>2005 (2005-2006)</b>	Adopt option selected Train all 619 and Part C personnel on assessment instrument/s and rating scale (if multiple instruments are selected) for entry- exit data to be collected 2006-2007 school year.	Summer 2006	619 Coordinator Part C, Infant Toddler Program Assessment vendor trainers
	Develop and implement an online, real-time system to collect entry and exit data. in courses with typical peers.	Summer 2006	619 Coordinator Part C, Infant Toddler Program SDE data personnel
<b>2006 (2006-2007)</b>	Develop and implement a data analysis system to review and report the data.	Fall 2006 and Ongoing	619 Coordinator Part C, Infant Toddler Program SDE data personnel
<b>2007 (2007-2008)</b>	Report first entry data (collected fall 2006-spring 2007): <ul style="list-style-type: none"> <li>• percent of children at entry who are functioning at a level comparable to same-age peers; and,</li> <li>• percent of children at entry functioning below same-age peers.</li> </ul>	February 2008 APR	619 Coordinator Part C, Infant Toddler Program SDE data personnel
	Report first entry and exit data.	February 2007 APR	619 Coordinator Part C, Infant Toddler Program SDE data personnel
	Update entry and exit data.	2007 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
<b>2008 (2008-2009)</b>	Update and publish LEA data. .	2008 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
	Continue to monitor for compliance	2008 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
	Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs	2008 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
<b>2009 (2009-2010)</b>	Update and publish LEA data. .	2009 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants

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	Continue to monitor for compliance	2009 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
	Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs	2009 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
<b>2010 (2010-2011)</b>	Update and publish LEA data. .	2010 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
	Continue to monitor for compliance	2010 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants
	Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs	2010 and Annually	619 Coordinator Part C, Infant Toddler Program Regional Consultants

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**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Data Source:** Each sample will be drawn from the monitoring cohort for each year. Each cohort in Idaho's Continuous Improvement Monitoring Process (CIMP), Idaho's special education monitoring system, is representative of the statewide population. Districts and charter schools have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains small, medium, and large-sized districts; remote, rural, and urban districts; and elementary and secondary charter schools. In Idaho's 2004 verification visit, OSEP recognized the sampling method used in the CIMP as an adequate representation of the total state population of students with disabilities. More information regarding Idaho's sampling procedures may be found on page 2 of the Overview.

**Measurement:** Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

**Overview of Issue/Description or Process:**

Beginning in FFY 2005, Idaho will collect data using the NCSEAM Parent Survey. The same procedure will be used to select a random sample of parents to complete the survey:

- A stratified, random sample (based on disability category and services) of children will be obtained through the Idaho Department of Education Bureau of Technology Services. 20% of the parents in all districts in the self-assessment phase of the Idaho Monitoring Cycle (those who will receive an on-site visit the following year).
- Letters will be sent to the districts requesting parent contact information based on the children selected through the random sample.
- NCSEAM Scantron surveys will be sent to the parents with return envelopes and a number to call if they require assistance by phone to complete the survey.
- Follow-up phone calls will be done by parent interviewers to complete surveys for parents who did not return the NCSEAM survey.
- Data will be analyzed through a contract with the MetaMetrics and used in subsequent planning of activities and data for February, 2007 Annual Performance Reports (APRs) based on the State Performance Plan (SPP).

**Baseline Data for FFY 2005 (2004-2005):**

For FFY 2005 the NCSEAM survey will replace the current survey instrument. All other procedures will remain as described above. To establish a baseline the following numeric values will be assigned to the response options: Very Strongly Disagree=1; Strongly Disagree=2; Disagree=3; Agree=4; Strongly Agree=5; and Very Strongly Disagree=6. The mean response for items #1 through #25 will be calculated for each

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district. The central tendency for all districts monitored in the year will be the average mean score for that data set.

**Discussion of Baseline Data:**

Baseline data will be collected during FFY 2005 and reported in the February 2007 APR.

FFY	Measurable and Rigorous Targets
<b>2005 (2005-2006)</b>	Use NCSEAM survey to establish baseline and targets for all subsequent years.
<b>2006 (2006-2007)</b>	To be determined after baseline data is collected
<b>2007 (2007-2008)</b>	To be determined after baseline data is collected
<b>2008 (2008-2009)</b>	To be determined after baseline data is collected
<b>2009 (2009-2010)</b>	To be determined after baseline data is collected
<b>2010 (2010-2011)</b>	To be determined after baseline data is collected

**Improvement Activities/Timelines/Resources:**

FFY	Activities	Projected Timelines	Projected Resources
<b>2005 (2005-2006)</b>	Utilize the NCSEAM survey to collect data, establish a baseline, and to establish targets and activities. .	Fall 2005	SDE Monitoring Personnel SDE Parent Involvement Coordinator Part VI-B funding
	Report data analysis to LEAs annually	March 2006 and Annually	SDE Monitoring Personnel SDE Parent Involvement Coordinator Part VI-B funding
	Send Team of SDE Title 1, Special Education, and parents to the <u>School, Families and Community Partnership</u> training of trainers sponsored by John Hopkins University in October 2005.	Fall 2005	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding
	Conduct regional training in six sites on School, Family and Community Partnerships Model.	Spring 2005	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding



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	Contract with Idaho Parents Unlimited (Idaho's PTI) to collaborate with the SDE in providing training to LEAs on School, Family and Community Partnerships.	2005 and ongoing	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding
	Meet with parent advocacy and training organizations of Idaho to promote parent to parent involvement and advocacy by increasing parent awareness of resources.	2005-2006 and ongoing	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding
<b>2006 (2006-2007)</b>	Continue NCSEAM survey Report baseline for APR Report to LEAs	Fall 2006 February 2007 Spring 2006 and Annually	Part VI-B funding SIG funding Title 1 funding
	Through the Idaho Monitoring System, LEAs determined to not meet the state targets based on the NCSEAM survey, the SEA will require the LEA to incorporate activities to address the need through their Plan for Improving Results (PIR)	Spring 2006 and Annually	Part VI-B funding SIG funding Title 1 funding
<b>2007 (2007-2008)</b>	Continue to monitor LEAs for parent involvement indicators	2007 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
	Continue to provide training and technical assistance to LEAs with findings in parent involvement.	2007 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
<b>2008 (2008-2009)</b>	Continue to monitor LEAs for parent involvement indicators	2008 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
	Continue to provide training and technical assistance to LEAs with findings in parent involvement.	2008 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants

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<b>2009 (2009-2010)</b>	Continue to monitor LEAs for parent involvement indicators.	2009 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
	Continue to provide training and technical assistance to LEAs with findings in parent involvement	2009 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
<b>2010 (2010-2011)</b>	Continue to monitor LEAs for parent involvement indicators.	2010 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
	Continue to provide training and technical assistance to LEAs with findings in parent involvement	2010 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants

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**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the results of inappropriate identification.

**Data Source for both Indicators 9 & 10:** Data collected for reporting under section 618 (Annual Report of Children Served) and IBEDS enrollment by ethnicity data.

**Indicator 9 Measurement:** The number of districts with over-representation by race/ethnicity, as determined by using the E-Formula, and where identification procedures, practices, and policies have been reviewed by the SDE and are found to be biased and inappropriate, divided by the total number of districts.

**Indicator 10 Measurement:** The number of districts with over-representation by race/ethnicity in specific disability categories, as determined by using the E-Formula, and where identification procedures, practices, and policies have been reviewed by the SDE and are found to be biased and inappropriate, divided by the total number of districts.

The E-Formula was handed down by the Ninth Circuit Court in the Larry P. case regarding disproportionality of Blacks in California special education programs. The strength of this formula is that it takes into consideration the size of N and allows an error range that is small for a large N and larger for small numbers.

**E-Formula applied to Indicator 9:**  $E = A + \text{Sqrt}[A * (100-A)/N]$

*Where:*

E = Maximum percentage of the total special education enrollment in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in regular education in the district

N = Total special education enrollment in the district

**E-Formula applied to Indicator 10:**  $E = A + \text{Sqrt}[A * (100-A)/N]$

*Where:*

E = Maximum percentage of a specific disability category in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in regular education in the district

N = Total number of special education students in the district identified with that specific disability

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**Overview of Issue/Description or Process:** To determine which districts have disproportionate representation of racial and ethnic groups in special education, the E-formula has been applied. Districts whose numbers indicate possible over-representation will receive a focused monitoring to determine the appropriateness of their policies, practices, and procedures. They will receive a questionnaire with specific questions about their policies, practices, and procedures. In addition to the questionnaire, recent eligibility documents for students of the race/ethnicity of concern will be requested by the SDE for desk audit. Based on responses to the questionnaire and results of the file check, a compliance determination will be made.

When a district has a non-compliance finding in this area, they are provided training and technical assistance to correct their policies, practices, and procedures of concern. All new eligibility documents for this subgroup will be reviewed by the SDE to determine compliance status within one year.

Training has been carried out regionally by SDE regional consultants. A PowerPoint slide show was created with speaker notes for use by administrators within districts after a presentation was made by SDE regional consultants to special education directors. A one-page guidance document provides a quick 3-step reference for teachers when a student with language or cultural difference is being considered for special education. SDE staff has taken advantage of every training opportunity, including the annual convention hosted by the Council for Exceptional Children (CEC), meetings of the National Association of School Psychologists (NASP), and even Title 1 conferences to educate professionals on this subject.

Although policies and practices have been revised in most districts that previously utilized biased procedures, further efforts are needed to assist the last districts in making these important changes. The SDE has laid out a plan we feel will be effective. It includes sending a letter advising the district that the numbers of specific race/ethnicities is outside statistical expectations and requiring them to respond to a questionnaire regarding their policies, practices, and procedures. Some randomly selected eligibility reports will be requested for review by the SDE for students of the race/ethnicity of concern to verify the assessment procedures being used by the district for identification. Based on responses to the questionnaire and findings regarding assessment procedures, a determination will be made regarding compliance. If the district is found out of compliance, a corrective action letter will be issued and follow up will include mandatory training and technical assistance visits by the SDE regional consultants to verify compliance. If compliance is not achieved within a year, the district will be required to set aside 15% of their Part B funds in the Fall, to provide early intervention services to students of that race/ethnicity. The federal suggested form will be used to verify early intervention expenditures regarding these funds. Districts with inappropriate identification procedures will also be given priority status to receive response to intervention training through Idaho's Results Based Model (RBM) because we know that pre-referral interventions and data collected on its effectiveness is essential to sort out the difference between disadvantage and disability.

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**Baseline Data for FFY 2005 (2004-2005) for both Indicators 9 and 10:** Although the SDE has collected data in regard to the numbers of students found eligible for special education by race/ethnicity and applied the E-Formula to determine if those numbers are higher than statistically expected, we have not reviewed policies, practices, and procedures for all districts to determine if they fall into this category. That will need to be completed before baseline data is available. Standard procedures are being developed and will be used to examine the appropriateness of district practices during the 2005-2006 school year.

**Discussion of Baseline Data for both Indicators 9 and 10:**

Our goal is to accurately identify and serve students with disabilities. The SDE has invested considerable effort and resources into developing and delivering training in regard to appropriate procedures for identifying students who are culturally or linguistically diverse, but may have a disability. Training was developed regarding appropriate identification procedures for culturally and linguistically diverse students with input from a task force that was representative of the race/ethnic groups in our state. At the SDE level, special education, ESL, and Migrant staff delivered workshops jointly, addressing special education requirements along with teaching strategies for general educators that are scientifically research based effective strategies to teach second language learners who are acquiring English language skills. This was well received by a variety of both general and special educators.

Training has also occurred regionally by SDE regional consultants. A PowerPoint slide show was created with speaker notes for use by trained district personnel to use in training their district staff members. A one-page guidance document provides a quick 3-step reference for teachers when a student with language or cultural difference is being considered for special education. SDE staff has taken advantage of every training opportunity, including the annual convention hosted by the Council for Exceptional Children (CEC), meetings of the National Association of School Psychologists (NASP), and even Title 1 conferences to educate professionals on this subject.

Although policies and practices have been revised in most districts that previously utilized biased procedures, further efforts are needed to assist the last districts in making these important changes. The SDE has laid out a plan we feel will be effective. It includes sending a letter advising the district that the numbers of specific race/ethnicities is outside statistical expectations and requiring them to respond to a questionnaire regarding their policies, practices, and procedures. Some randomly selected eligibility reports will be requested for review by the SDE for students of the race/ethnicity of concern to verify the assessment procedures being used by the district for identification. Based on responses to the questionnaire and findings regarding assessment procedures, a determination will be made regarding compliance. If the district is found out of compliance, a corrective action letter will be issued and follow up will include mandatory training and technical assistance visits by the SDE regional consultants to verify compliance. If compliance is not achieved within a year, the district will be required to set aside 15% of their Part B funds in the Fall, to provide early

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intervention services to students of that race/ethnicity. The federal suggested form will be used to verify early intervention expenditures regarding these funds. Districts with inappropriate identification procedures will also be given priority status to receive response to intervention training through Idaho's Results Based Model (RBM) because we know that pre-referral interventions and data collected on its effectiveness is essential to sort out the difference between disadvantage and disability.

Some districts have self-identified this area for improvement during their self-evaluation process and have proactively trained and implemented appropriate interventions. In other cases, SDE onsite visits to districts were focused on this indicator and when inappropriate policies, practices, or procedures were found to exist, it was included on the district "Plan for Improving Results" as a compliance finding and resulted in training and follow up. As a result, both district and State data are continuing to come closer to the statistically expected range as shown in the charts below where:

- "OK" means the number falls within the statistically expected range.
- "Over" means the identified number of students of the specific race/ethnicity is over the statistically expected range by that amount.
- "Under" means the identified number of students of the specific race/ethnicity is below the statistically expected range by that amount.

<b>Indicator 9: Representation in Special Education</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>Trend</b>
<b>Asian</b>	Under 175	Under 194	Under 158	Under 154	Under 112	<b>Improving</b>
<b>Black</b>	OK	Over 6	OK	Over 59	Over 52	<b>Improving</b>
<b>Hispanic</b>	Over 246	Over 249	Over 152	Over 222	OK	<b>Improving</b>
<b>Am. Indian</b>	Over 194	Over 201	Over 73	Over 181	Over 101	<b>Improving</b>
<b>White</b>	Under 251	Under 200	Under 33	Under 332	Under 60	<b>Improving</b>

<b>Indicator 10: Representation by Disability</b>						
<b>White</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
Learning Disability	Under 243	Under 242	Under 242	Under 232	Under 300	Under 188
Cognitive Impairment	Under 140	Under 104	Under 92	Under 68	Under 77	Under 55
Language Impairment	Under 176	Under 210	Under 194	Under 227	Under 222	Under 196
Emotional Disturbance	Over 26	Over 32	Over 43	Over 55	Over 78	Over 89
Other Health Impairments	Over 55	Over 61	Over 65	Over 75	Over 84	Over 115
Autism	Over 6	Over 9	Over 15	Over 21	Over 31	Over 44

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<b>Indicator 10: Representation by Disability</b>						
<b>Asian/Pacific Islanders</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
Learning Disability	Under 107	Under 93	Under 110	Under 91	Under 94	Under 79
Cognitive Impairment	Under 1	Under 6	Under 3	Under 5	Under 8	Under 45
Language Impairment	Under 4	Under 3	Under 1	OK	OK	OK
Emotional Disturbance	Under 4	Under 4	Under 5	Under 7	Under 11	Under 7
Other Health Impairments	Under 5	Under 3	Under 8	Under 6	Under 8	Under 5
Autism	OK	Over 1	OK	OK	OK	OK
<b>Hispanics</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
Learning Disability	Over 197	Over 174	Over 170	Over 149	Over 224	Over 155
Cognitive Impairment	Over 116	Over 97	Over 89	Over 68	Over 76	Over 49
Language Impairment	Over 179	Over 200	Over 190	Over 227	Over 209	Over 183
Emotional Disturbance	Under 34	Under 41	Under 46	Under 53	Under 78	Under 88
Other Health Impairments	Under 42	Under 62	Under 72	Under 83	Under 104	Under 129
Autism	Under 10	Under 11	Under 20	Under 28	Under 38	Under 45
<b>American Indians</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
Learning Disability	Over 161	Over 169	Over 176	Over 169	Over 146	Over 95
Cognitive Impairment	Over 26	Over 13	Over 5	Over 3	Over 6	Over 49
Language Impairment	Over 2	Over 1	OK	OK	OK	OK
Emotional Disturbance	Over 3	Over 4	OK	OK	OK	Under 1
Other Health Impairments	OK	OK	Over 5	Over 3	Over 9	OK
Autism	OK	Under 2	Under 1	OK	OK	OK

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<b>Indicator 10: Representation by Disability</b>						
<b>Blacks</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
Learning Disability	OK	OK	OK	OK	Over 14	Over 7
Cognitive Impairment	OK	OK	OK	OK	OK	OK
Language Impairment	OK	Over 7	Over 2	OK	OK	Over 3
Emotional Disturbance	Over 1	Over 3	Over 4	OK	Over 7	Over 8
Other Health Impairments	Under 5	OK	Over 2	Over 4	Over 11	Over 10
Autism	Over 1	OK	Over 1	Over 3	Over 1	OK

It is important to use caution about linking results of the E-Formula with an assumption of inappropriate practices or biased policies or procedures. We have found some unique situations in parts of our state that yield curious data without the contribution of inappropriate procedures. One example is that some communities in Idaho have cooperated to adopt and support numerous children with disabilities of a specific race. Although the E-Formula indicates a result of “over”, all children of that race in those communities have true disabilities. A large number of group homes in a district may also skew numbers for a specific disability group. These are merely indicators that merit a closer look.

One of our state goals is to appropriately identify and serve students with Emotional Disturbance (ED). The percentage of students reported in this category remains less than that reported by other states. Monitoring activities often find a hesitancy to use this label, preferring to name a secondary disability instead, even though they are providing positive behavior supports or other appropriate services such as counseling. Therefore, we intend to use caution when looking into perceived over-identification of ED so that districts are not discouraged from appropriately identifying and serving these students, regardless of the results of the E-Formula.

The category of Developmental Delay (DD) was previously reported as an area of concern but does not appear on the preceding chart. It has been removed because an error in the program included preschoolers identified as (DD) without adding to the denominator the cohort of typically developing children not yet of school age. The system is being revised to allow reports by student ages to avoid such skewed data.

LRE issues are not of concern for any race/ethnicity in Idaho. All races are more fully included in classes with typical peers than they might be in other states. A very low percentage of students are removed from the regular classroom more than half of the day, regardless of race/ethnicity.



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<b>FFY</b>	<b>Measurable and Rigorous Targets for both Indicators 9 and 10</b>
<b>2005 (2005-2006)</b>	To be determined after baseline data is collected
<b>2006 (2006-2007)</b>	To be determined after baseline data is collected
<b>2007 (2007-2008)</b>	To be determined after baseline data is collected
<b>2008 (2008-2009)</b>	To be determined after baseline data is collected
<b>2009 (2009-2010)</b>	To be determined after baseline data is collected
<b>2010 (2010-2011)</b>	To be determined after baseline data is collected

**Improvement Activities/Timelines/Resources for both Indicators 9 and 10:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Ensure that policies related to identification of diverse students is clearly stated in the Idaho Special Education Manual upon US Dept. of Education issues regulations	Spring 2005	Quality Assurance Coordinator Manual Workgroup VI-B Funds
	Create a questionnaire for disproportionate districts regarding practices, & procedures used in identifying students as having a disability.	2005-2006	Quality Assurance Coordinator Monitoring Workgroup VI-B Funds
	Notify districts when disproportionate numbers occur. Send questionnaire. Review eligibility reports.	2005-2006	Quality Assurance Coordinator Regional Consultants SDE Staff VI-B Funds
	Provide technical assistance and training to revise policies, practices, and procedures of concern.	2005-2006 and Annually	Regional Consultants RBM Coordinator VI-B Funds
	Monitor district progress in implementing revised practices and procedures.	2005-2006 and Annually	Quality Assurance Coordinator Regional Consultants VI-B Funds
<b>2006 (2006-2007)</b>	Notify any new districts where disproportionality may occur and follow established process	2005-2006 and Annually	Quality Assurance Coordinator Regional Consultants VI-B Funds
	Notify districts that must set aside 15% of Part B funds for early intervention services	2005-2006 and Annually	Quality Assurance Coordinator Grants Officer VI-B Funds

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	Audit expenditure of early intervention funds using federal form	2005-2006 and Annually	Grants Officer VI-B Funds
<b>2006 (2006-2007)</b>	Notify any new districts where disproportionality may occur and follow established process	2006-2007 and Annually	Quality Assurance Coordinator Regional Consultants VI-B Funds
	Continue to monitor LEAs for compliance Continue to provide training and technical assistance to LEAs	2006-2007	RBM Coordinator Regional Consultants SDE staff Contracted Trainers and Coaches VI-B Funds
<b>2007 (2007-2008)</b>	Continue to monitor LEAs for compliance Continue to provide training and technical assistance to LEAs	2007-2008	RBM Coordinator Regional Consultants SDE staff Contracted Trainers and Coaches VI-B Funds
<b>2008 (2008-2009)</b>	Continue to monitor LEAs for compliance Continue to provide training and technical assistance to LEAs	2008-2009	RBM Coordinator Regional Consultants SDE staff Contracted Trainers and Coaches VI-B Funds
<b>2009 (2009-2010)</b>	Continue to monitor LEAs for compliance Continue to provide training and technical assistance to LEAs	2009-2010	RBM Coordinator Regional Consultants SDE staff Contracted Trainers and Coaches VI-B Funds
<b>2010 (2010-2011)</b>	Continue to monitor LEAs for compliance in disproportionality Continue to provide training and technical assistance to LEAs on disproportionality.	2010-2011	RBM Coordinator Regional Consultants SDE staff Contracted Trainers and Coaches VI-B Funds

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**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** (Part B Child Find) Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days.

**Data Source:** Data to be taken from State monitoring data system. Data is based on actual number of days.

**Measurement:**

- a. # of children for whom parental consent to evaluate was received
- b. # determined NOT eligible within 60 days
- c. # determined eligible within 60 days

Account for children included in a but not included in b or c.

Percent = b + c divided by a times 100

**Overview of Issue/Description or Process:** Idaho has established a timeline for initial evaluation. The Idaho timeline allows 60 days from the date the LEA received Consent for Evaluation to implementation of the IEP. The evaluation may be completed, the IEP meeting held, and the IEP implemented within that 60 days.

Each sample will be drawn from the monitoring cohort for each year. Each cohort in Idaho's Continuous Improvement Monitoring Process (CIMP), Idaho's special education monitoring system, is representative of the statewide population. Districts and charter schools have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains small, medium, and large-sized districts; remote, rural, and urban districts; and elementary and secondary charter schools. In Idaho's 2004 verification visit, OSEP recognized the sampling method used in the CIMP as an adequate representation of the total state population of students with disabilities. More detail of the sampling process may be found in the Overview Section on page 2.

Idaho will continue to collect data during monitoring visits, but will develop a mechanism to track compliance with all initial evaluation timelines.

**Baseline Data for FFY 2005 (2004-2005):** This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007. Idaho will develop a system to collect data online during monitoring.

**Discussion of Baseline Data:** This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007.

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<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005 (2005-2006)</b>	100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation.
<b>2006 (2006-2007)</b>	100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation.
<b>2007 (2007-2008)</b>	100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation.
<b>2008 (2008-2009)</b>	100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation.
<b>2009 (2009-2010)</b>	100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation.
<b>2010 (2010-2011)</b>	100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation.

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Develop and implement a data collection procedure to track all initial evaluation timelines.	2005	Grants and Contracts Coordinator Data Coordinator Monitoring and Quality Assurance Coordinator VI-B funds
	Continue to monitor initial evaluation timelines in all on-site monitoring visits	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
	Provide training and technical assistance to districts with monitoring findings on this indicator	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2006 (2006-2007)</b>	Continue to monitor initial evaluation timelines in all on-site monitoring visits	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
	Provide training and technical assistance to districts with monitoring findings on this indicator	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2007 (2007-2008)</b>	Continue to monitor initial evaluation timelines in all on-site monitoring visits	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds

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	Provide training and technical assistance to districts with monitoring findings on this indicator	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2008 (2008-2009)</b>	Continue to monitor initial evaluation timelines in all on-site monitoring visits	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
	Provide training and technical assistance to districts with monitoring findings on this indicator	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2009 (2009-2010)</b>	Continue to monitor initial evaluation timelines in all on-site monitoring visits	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
	Provide training and technical assistance to districts with monitoring findings on this indicator	2005 and annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
<b>2010 (2010-2011)</b>	Continue to monitor initial evaluation timelines in all on-site monitoring visits	2005 and Annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds
	Provide training and technical assistance to districts with monitoring findings on this indicator	2005 and annually	Monitoring and Quality Assurance Coordinator Regional Consultants VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Monitoring Priority: Effective General Supervision Part B / Effective Transitions**

**Indicator 12:** (Effective Transition) Percent of children referred by Part C prior to age 3 and who are found eligible for Part B who receive special education and related services by their third birthday

**Data Source:** Early Childhood Transition data is derived from three sources:

- a. Department of Health and Welfare, Part C, Infant Toddler Program Exit Data
- b. TARTIR combined Part C, 618, and 619 data system.
- c. Department of Education 618 data.

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible by their third birthday .
- c. # of those found eligible who are receiving services on their third birthday.
- d. Account for children included in a, but not included in b or c.

Percent = c divided by a – b times 100

**Overview of Issue/Description or Process:** In Idaho, the State Department of Education (SDE) Special Education Section, Part C Infant Toddler Program, Head Start, Migrant and Seasonal Head Start, and the Coeur d'Alene and Shoshone Bannock, and Nez Perce Tribes are committed to ensuring cooperation and collaboration to ensure a smooth and seamless transition for Part B eligible children into all Idaho local education agencies (LEAs). The State Department of education strives to ensure smooth and effective transitions to Part B from Part C and all other potential service locations/agencies. The SDE ensures this through a variety of mechanisms:

- a. Maintaining a State Early Childhood Interagency Agreement which specifies roles and responsibilities and specific protocols to ensure a smooth and effective transition to Part B services.
- b. Cross-training personnel from all programs (Parts C and B, Head Start, tribes) on the Interagency Agreement, state early childhood transition policies and procedures from IDEA 2004, and other support manuals for personnel and parents. Training includes procedures to be used by IEP teams to use in considering the IFSP in planning for the needs of the child. Idaho's IEP includes a section for consideration of this topic.
- c. Monitoring interagency relationships and interagency agreements as part of the Idaho LEA monitoring system, and through the VI B application process.
- d. Developing and maintaining a cross-agency (Parts C and B) data system (TARTIR) and annually reviewing Part C exit, dispute, 618-619, and parent interview data annually to identify areas of need.
- e. Developing new training and data development initiatives as needed.

The current Part C and B Early Childhood Transition State Interagency Agreement, C and B Special Education Manuals, Early Childhood Transition Manual and parent

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manual focus on starting the transition process no later than age 2. At the 2-year-old IFSP, Part C personnel must inform all parents about Part B services and other options available in each community. Part B personnel may be invited to that meeting at the discretion of both agencies and parent preferences. All children who may be eligible for Part B services are referred to the LEA, and the IFSP and LEA teams meet to determine a timeline for completing eligibility assessment, visitations and IEP development prior to the child's third birthday. Part C may complete all eligibility assessment, each agency may do a part of the assessment, or the LEA may complete the assessment, based on the IFSP-IEP team decision.

**Baseline Data for FFY 2005 (2004-2005):** This data is taken from December 2004 Part C and B data.

- a. **The number of children who have been served in Part C and referred to Part B for eligibility determination.** We currently use the following Part C Exit Data to calculate this number, and compare it to Turned 3, Eligibility Undetermined:

1. Turned 3, Part B Eligible
2. Turned 3, Part B Eligibility Undetermined

This data is displayed in the Figure in this section, labeled 'Turned 3, Part B Eligible,' as compared to 'Turned 3, Part B Eligibility Undetermined.'

- b. **The number of children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.**

We currently use the following Part C Exit Data: Turned 3, Part B Ineligible, This data is displayed in the Figure in this section, labeled 'Turned 3, Part B Ineligible.'

- c. **The number of children who turned 3 years of age, who were Part B eligible, and had an IEP in place.**

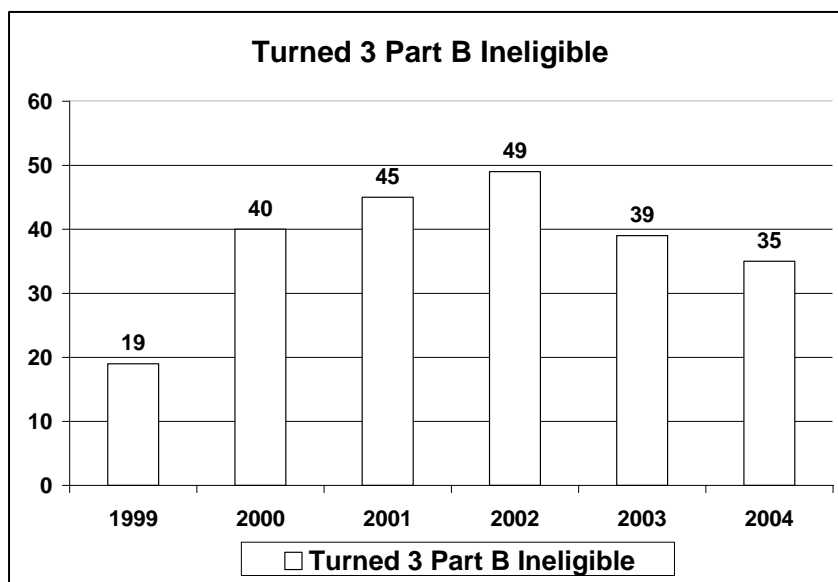
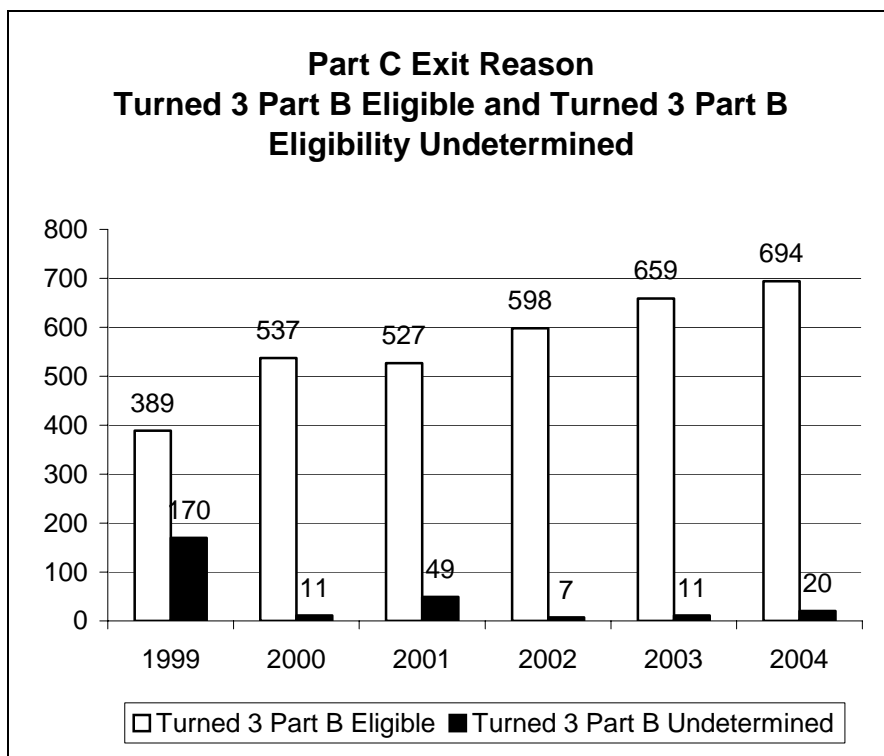
Annual monitoring data, based on files review during on-site program monitoring of 1/5 of Idaho LEAs each year, indicates that we have had no instances in which the IEP date was past the child's third birthday since 1999.

The Idaho Monitoring system includes a self-assessment phase of the Idaho Monitoring system followed by on-site monitoring. A team of SDE personnel reviews the self-monitoring materials for accuracy and completeness, dispute information, and review of calls and issues identified by the SDE Regional Consultants, and makes a determination for a full, focused (one or two areas of need), or mini (spot check only) review. The district Plan for Improving Results is also reviewed to ensure that all areas of compliance are addressed for improvement during the five-year monitoring cycle, and that any areas of non-compliance (0% or 100% targets) are addressed within one year. During on-site monitoring, a random sample of files, including children exiting Part C and entering Part B are reviewed using the following criteria:

1. For children entering from Part C, eligibility is determined and the IEP in place by the child's third birthday.
2. For children entering from Part C, the IEP indicates that the parent was informed of the difference between the IFSP and the IEP.

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Part C data indicates a steady increase in children exiting Part C with an IEP by their 3rd birthday since 1999. Numbers have risen from 389 (42.8%) of the Part C population transitioning to Part B by age 3 in 1999 to 694 (50.65%) in 2004. (See Figures below).





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**Discussion of Baseline Data:**

- A. The number of children who have been served in Part C and referred to Part B for eligibility determination.
- B. The number of children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

We currently use Part C Exit Data for these sub-indicators. However, we do not have individual level IFSP/IEP-based monitoring data to indicate the range of days beyond a child's third birthday when eligibility was determined and the reasons for the delays. The following is an explanation of our current data.

- a. Part C data currently is based on 9 exit reasons:
  - a) Completed IFSP prior to age 3
  - b) Turned 3, Part B eligible
  - c) Turned 3 Part B ineligible, exit to 'other'
  - d) Turned 3, Part B ineligible, *no referral* (emphasis added)
  - e) Turned 3, Part B ineligible, undetermined
  - f) Deceased
  - g) Moved out of state
  - h) Withdrawn by parent (including transfers)
  - i) Maintaining contact unsuccessful

Currently, we are unable to account for children included in a, but not included in b or c, or to indicate the range of day beyond the third birthday when eligibility was determined and reasons for the delay. Activities to address this issue are detailed in the Improvement Activities section.

Some of the 'Turned 3, Part B ineligible, undetermined' children go on to Part B special education services, but we don't have individual data on the date that the child received an evaluation and had an IEP in place. Current self-assessment Monitoring checklists do not list the date the IEP was developed, the number of days past the third birthdates that the IEP was developed, or the reasons why. On-site files review checklist just indicates that the IEP was in place by the third birthdates, not the number of days beyond or the reason why. Modification of these materials is addressed in the Activities section.

Idaho is in the process of developing a unique identifier for each child. This system should be in place by fall, 2006. This system will allow the SDE to track the exact IEP date, and birth date of each child entering Part B services. The Departments of Health and Welfare, Infant Toddler Program and the State Department of Education, Special Education Section, will develop a monitoring and technical assistance system to follow-up on each child whose eligibility was undetermined and to track the required data beginning in the 2005-2006 school years.

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<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	<ul style="list-style-type: none"> <li>a. 100% of children exiting Part C who are potentially eligible for Part B are referred for eligibility determination</li> <li>b. 100% of children exiting Part C and referred to Part B for eligibility determination have that eligibility determined by their third birthday.</li> <li>c. 100% of children exiting Part C who are Part B eligible have an IEP developed and implemented their 3<sup>rd</sup> birthdays.</li> </ul>
<b>2006 (2006-2007)</b>	<ul style="list-style-type: none"> <li>a. %100 of children exiting Part C who are potentially eligible for Part B are referred for eligibility determination</li> <li>b. 100% of children exiting Part C and referred to Part B for eligibility determination have that eligibility determined by their third birthday.</li> <li>c. 100% of children exiting Part C who are Part B eligible have an IEP developed and implemented their 3<sup>rd</sup> birthdays.</li> </ul>
<b>2007 (2007-2008)</b>	<ul style="list-style-type: none"> <li>a. %100 of children exiting Part C who are potentially eligible for Part B are referred for eligibility determination</li> <li>b. 100% of children exiting Part C and referred to Part B for eligibility determination have that eligibility determined by their third birthday.</li> <li>c. 100% of children exiting Part C who are Part B eligible have an IEP developed and implemented their 3<sup>rd</sup> birthdays.</li> </ul>
<b>2008 (2008-2009)</b>	<ul style="list-style-type: none"> <li>a. %100 of children exiting Part C who are potentially eligible for Part B are referred for eligibility determination</li> <li>b. 100% of children exiting Part C and referred to Part B for eligibility determination have that eligibility determined by their third birthday.</li> <li>c. 100% of children exiting Part C who are Part B eligible have an IEP developed and implemented their 3<sup>rd</sup> birthdays.</li> </ul>
<b>2009 (2009-2010)</b>	<ul style="list-style-type: none"> <li>a. %100 of children exiting Part C who are potentially eligible for Part B are referred for eligibility determination.</li> <li>b. 100% of children exiting Part C and referred to Part B for eligibility determination have that eligibility determined by their third birthday.</li> <li>c. 100% of children exiting Part C who are Part B eligible have an IEP developed and implemented their 3<sup>rd</sup> birthdays.</li> </ul>
<b>2010 (2010-2011)</b>	<ul style="list-style-type: none"> <li>a. %100 of children exiting Part C who are potentially eligible for Part B are referred for eligibility determination</li> <li>b. 100% of children exiting Part C and referred to Part B for eligibility determination have that eligibility determined by their third birthday.</li> <li>c. 100% of children exiting Part C who are Part B eligible have an IEP developed and implemented their 3<sup>rd</sup> birthdays.</li> </ul>

**Improvement Activities/Timelines/Resources:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthday.

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FFY	Activities	Projected Timelines	Projected Resources
<b>2005 (2005-2006)</b>	With Part C, ensure that current data system has accurate numbers for all indicators (a, b, c).	Fall 2005	Part C and Part B Section 619 coordinators Part B Quality Assurance Coordinator Parts C and B Data Coordinators
	When SDE unique identifier is in place, include the IEP date, along with the birth date (the birth date is in current data). Incorporate any data system changes measurement requirements into shared TARTIR Part C and B data system.	Fall 2006	Part C and Part B Section 619 coordinators Part B Quality Assurance Coordinator Parts C and B Data Coordinators
	Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data	March Annually	Part C and Part B Section 619 coordinators Part B Quality Assurance Coordinator Parts C and B Data Coordinators
	Revise Part B and C on-site monitoring protocols to account for children referred to Part B and were either ineligible or were eligible and did not have an IEP in place by their third birthday.	November 2005 and Annually	Part C and Part B Section 619 coordinators Part B Quality Assurance Coordinator Parts C and B Data Coordinators
	Develop and implement an system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.	November 2005 and Annually	Part C and Part B Section 619 coordinators Part B Quality Assurance Coordinator Parts C and B Data Coordinators
	Convene key stakeholders to revise the current Early Childhood Interagency Agreement (Part C, State Department of Education, Head Start and Migrant and Seasonal Head Start) based on IDEA 2004 requirements.	November 15, 2005	Part C and B personnel Head Start, Tribal and Migrant & Seasonal Head Start
	Develop and conduct cross-agency training of all Part C, B, and Head Start Personnel with the revised Interagency Agreement and Early Childhood Transition Manual.	May, 2006	Part C and B personnel Head Start, Tribal and Migrant & Seasonal Head Start

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	Monitor current local interagency agreements. Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday.	Fall 2005 and annually	Part C and B personnel Head Start, Tribal and Migrant & Seasonal Head Start
	Continue to review disputes in early childhood for issues in the transition process.	October Annually	Dispute database
	Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.	Annual Visitation Plan	Part C and Section 619 Coordinators, Head Start Collaboration Director
<b>2006 (2006-2007)</b>	Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data	Annually	Part C and Section 619 Coordinators, Head Start Collaboration Director
	Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.	Annually	Part B Regional Consultants Part C Coordinator
	Monitor current local interagency agreements. Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday.	October Annually	Part C and B personnel VI-B applications
	Continue to review disputes in early childhood for issues in the transition process.	October, Annually	Dispute database
	Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.	Annual Visitation Plan	Part C and Section 619 Coordinators, Head Start Collaboration Director
<b>2007 (2007-2008)</b>	Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data.	November Annually	Parts C and B Data Coordinators

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	Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.	Annually	Part B Regional Consultants Part C Coordinator
	Monitor current local interagency agreements. Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday.	October Annually	Part C and B personnel VI-B applications
	Continue to review disputes in early childhood for issues in the transition process.	October Annually	Dispute database
	Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.	Annual Visitation Plan	Part C and Section 619 Coordinators, Head Start Collaboration Director
<b>2008 (2008-2009)</b>	Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data.	November, Annually	Parts C and B Data Coordinators
	Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.	Annually.	Part B Regional Consultants Part C Coordinator
	Monitor current local interagency agreements. Continue to review data from self monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday.	October Annually	Part C and B personnel VI-B applications
	Continue to review disputes in early childhood for issues in the transition process.	October Annually	Dispute database
	Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.	Annual Visitation Plan	Part C and Section 619 Coordinators, Head Start Collaboration Director

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<b>2009 (2009-2010)</b>	Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data.	November Annually	Parts C and B Data Coordinators
	Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.	Annually	Part B Regional Consultants Part C Coordinator
	Monitor current local interagency agreements. Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday.	October Annually	Part C and B personnel VI-B applications
	Continue to review disputes in early childhood for issues in the transition process.	October Annually	Dispute database
	Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.	Annual Visitation Plan	Part C and Section 619 Coordinators, Head Start Collaboration Director
<b>2010 (2010-2011)</b>	Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data	November Annually	Parts C and B Data Coordinators
	Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.	Annually.	Part B Regional Consultants Part C Coordinator
	Monitor current local interagency agreements. Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday.	October Annually	Part C and B personnel VI-B applications
	Continue to review disputes in early childhood for issues in the transition process.	October Annually	Dispute database

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	Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.	Annual Visitation Plan	Part C and Section 619 Coordinators, Head Start Collaboration Director
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**Indicator 13:** Percent of youth age 16 and above with an IEP that includes coordinated, measurable post-secondary goals and transition services needed to meet goals.

**Data Source:** Data to be taken from State monitoring or State data system.

**Measurement:** Percent = # of youth with disabilities age 16 and above with an IEP that includes appropriate, measurable post-secondary goals and transition services needed to meet goals divided by # of youth with an IEP age 16 and above times 100.

**Overview of Issue/Description or Process:** Currently a review of IEPs happens during our CIMP process and is used to identify and address areas in secondary transition issues. To adequately measure this indicator the Secondary Transition Interagency Council that includes school district personnel, parents, and agency personnel, will review methods and strategies to design a process that will be incorporated into the state monitoring process that collects, analyzes data, and assists in development of improvement activities. Input from stakeholders will be sought and adjustments to the process made. To ensure that data is collected in the same way across the state, training will be provided to schools on data collection and reporting. Once data has been collected, training and technical assistance on how to analyze and incorporate it into improvement planning will be provided.

The CIMP process will use a sample drawn from monitoring. Each sample will be drawn from the monitoring cohort for each year. Each cohort in Idaho's Continuous Improvement Monitoring Process (CIMP), Idaho's special education monitoring system, is representative of the statewide population. Districts and charter schools have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains small, medium, and large-sized districts; remote, rural, and urban districts; and elementary and secondary charter schools. In Idaho's 2004 verification visit, OSEP recognized the sampling method used in the CIMP as an adequate representation of the total state population of students with disabilities.

A representative sample will be drawn from each cohort based on four variables. Disability category, race/ethnicity, age, and gender are the variables that are stratified in the randomly drawn sample. The number of students in the sample is determined using a computer program in existence in the SDE Bureau of Technology Services.

This method will yield valid and reliable data for Idaho related to the requirements in specified indicators, and provide information to LEAs for school improvement as well as statewide data for the APR.

**Baseline Data for FFY 2004 (2004-2005):** This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007.

**Discussion of Baseline Data:** This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007.



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<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	To be determined after baseline data is collected
<b>2006 (2006-2007)</b>	To be determined after baseline data is collected
<b>2007 (2007-2008)</b>	To be determined after baseline data is collected
<b>2008 (2008-2009)</b>	To be determined after baseline data is collected
<b>2009 (2009-2010)</b>	To be determined after baseline data is collected
<b>2010 (2010-2011)</b>	To be determined after baseline data is collected

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	The SDE along with the Secondary Transition Interagency Council will review methods and strategies to collect data and design a process for data collection.	2005-2006	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Input sought from stakeholders regarding data collection process and any adjustments made.	Fall 2006	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Training and technical assistance will be provided to LEAs on data collection and reporting process during the self assessment process.	Winter-Spring 2006 and Annually in the Winter-Spring	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community SIG funds VI-B funds
<b>2006 (2006-2007)</b>	Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.	Winter 2007 and Annually in the Winter	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community SIG funds VI-B funds

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	Data will be collected, analyzed and reported to the public.	Fall 2006 and Annually in the Spring-Summer	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Develop online resources through the Secondary Transition Learning Community	Ongoing	SIG and VI B funds SDE Transition Specialist Secondary Transition Interagency Coordinating Council SIG funds VI-B funds
<b>2007 (2007-2008)</b>	Training and technical assistance will be provided to LEAs on data collection and reporting process.	Annually in the Summer and Fall	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community SIG funds VI-B funds
	Data will be collected, analyzed and reported to the public.	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.	Annually in the Winter	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community SIG funds VI-B funds
	Continue to enhance online resources through the Secondary Transition Learning Community	Ongoing	SDE Transition Specialist Secondary Transition Interagency Coordinating Council SIG funds VI-B funds
<b>2008 (2008-2009)</b>	Training and technical assistance will be provided to LEAs on data collection and reporting process.	Annually in the Summer and Fall	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community VI-B funds
	Data will be collected, analyzed and reported to the public.	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.	Annually in the Winter	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community VI-B funds

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	Continue to enhance online resources through the Secondary Transition Learning Community	Ongoing	SDE Transition Specialist Secondary Transition Interagency Coordinating Council VI-B funds
<b>2009 (2009-2010)</b>	Training and technical assistance will be provided to LEAs on data collection and reporting process.	Annually in the Summer and Fall	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community VI-B funds
	Data will be collected, analyzed and reported to the public	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.	Annually in the Winter	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community VI-B funds
	Continue to enhance online resources through the Secondary Transition Learning Community	Ongoing	SDE Transition Specialist Secondary Transition Interagency Coordinating Council VI-B funds
<b>2010 (2010-2011)</b>	Training and technical assistance will be provided to LEAs on data collection and reporting process.	Annually in the Summer and Fall	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community VI-B funds
	Data will be collected, analyzed and reported to the public.	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.	Annually in the Winter	SDE Secondary Transition Specialist and SDE Regional Consultants Secondary Transition Interagency Council SIG: Secondary Learning Community VI-B funds
	Continue to enhance online resources through the Secondary Transition Learning Community	Ongoing	SDE Transition Specialist Secondary Transition Interagency Coordinating Council VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within two years of leaving high school as compared to nondisabled youth no longer in secondary school.

**Data Source:** This is a new indicator. The current system for collecting information from students at the time they exit secondary school and the one year follow-up survey will be reviewed and strengthened to ensure rigor.

**Measurement:** Percent = # of youth who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within two years of leaving high school divided by # of youth who had IEPs and are no longer in secondary school times 100 as compared to a similar calculation for nondisabled youth.

**Overview of Issue/Description or Process:**

We have been collecting exit and post school outcome data for all students receiving special education services beginning with the graduating class of 2000 through a contractor that uses a survey to gather information. The current process is designed for students to complete a survey prior to leaving secondary school programs, one year, three years and five years after exiting school. This data has been used both at the state and local levels to identify areas of need and assist in the development of activities to address these needs. In the spring 2005 the exit survey was placed on the internet for students to complete at school with teacher support. Upon review of the current data collection process and the reporting needs for this indicator, we have identified a need to have further review and involvement of our state Secondary Transition Interagency Council and others to identify data collection issues and suggest strategies that will ensure involvement of all students exiting with who had IEPs, are no longer in secondary school. Based on the review and input the survey and process will be adjusted.

**Baseline Data for FFY 2004 (2004-2005):** This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007.

**Discussion of Baseline Data:** This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007.

## Idaho State Performance Plan (SPP) FFY 2006-2011

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	This is a new indicator. Baseline and targets will be provided in APR due February 1, 2007
<b>2006 (2006-2007)</b>	To be determined after baseline data is collected
<b>2007 (2007-2008)</b>	To be determined after baseline data is collected
<b>2008 (2008-2009)</b>	To be determined after baseline data is collected
<b>2009 (2009-2010)</b>	To be determined after baseline data is collected
<b>2010 (2010-2011)</b>	To be determined after baseline data is collected

**Improvement Activities/Timelines/Resources:**

FFY	Activities	Projected Timelines	Projected Resources
<b>2005 (2005-2006)</b>	Work with the SDE's Bureau of Technology to review data collection process and identify improvement areas, both exit and follow-up surveys.	January-April 2006	SDE Secondary Transition Specialist Special Education Data Coordinator, Secondary Transition Interagency Council VI-B funds
	Make adjustments based on review to on-line exit survey.	March 2006	SDE Secondary Transition Specialist Special Education Data Coordinator VI-B funds
	Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities.	March 2006	SDE Secondary Transition Specialist SDE Data Coordinator Quality Assurance Coordinator VI-B funds
	Attend National Post Secondary Outcome training.	March 2006	SDE Secondary Transition Specialist LEA representatives, Idaho Parents Unlimited representative VI-B funds
	Revised on-line exit survey available for LEA reporting.	April 2006	SDE Special Education Data Coordinator
<b>2006 (2006-2007)</b>	Compile exit information on students leaving during 2005-2006.	Summer 2006 and Annually in summer	SDE Secondary Transition Specialist Special Education Data Coordinator VI-B funds
	Report data from the exit survey to the public.	Annually in the fall	SDE Secondary Transition Specialist Secondary Transition Learning Community VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Provide training to LEAs regarding the use of exit and post school data regarding its use in program review and improvement.	Fall 2006 and Annually in the fall	SDE Secondary Transition Specialist Secondary Transition Learning Community SIG funds VI-B funds
	Work with post school outcome data contractor to adjust post school data collection process and instrument based on SDE review.	November 2006 to February 2007	SDE Secondary Transition Specialist Life Track (contractor) VI-B funds
	Collect post-school outcome data on students leaving during 2005-2006.	April 2007- June 2007 and Annually April –June	SDE Secondary Transition Specialist Life Track (contractor) VI-B funds
<b>2007 (2007-2008)</b>	Build baseline of exit and post-school outcome data annually.	Fall 2007 and Annually in the Fall	SDE Secondary Transition Specialist VI-B funds
	Analyze data at the district and state level, compile simple, user-friendly reports.	Fall 2007 and Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Report to the public.	Annually in the fall	SDE Secondary Transition Specialist Secondary Transition Learning Community SIG funds VI-B funds
	With public input set multiple year annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due Feb. 2008).	Fall 2007	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.	Annually in the fall beginning in 2007.	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities	Face to Face training Annually each fall with ongoing internet resources available	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Adjust data collection protocol and training as needed to improve response rate	Annually in January to March	SDE Secondary Transition Specialist Special Education Data Coordinator Life Track (contractor) VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

<b>2008 (2008-2009)</b>	Analyze data at the district and state level, compile simple, user-friendly reports	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Report to the public	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Learning Community SIG funds VI-B funds
	Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities	Face to Face Training annually each fall with ongoing internet resources available	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Adjust data collection protocol and training as needed to improve response rate	Annually in January to March.	SDE Secondary Transition Specialist Special Education Data Coordinator Life Track (contractor) VI-B funds
<b>2009 (2009-2010)</b>	Analyze data at the district and state level, compile simple, user-friendly reports	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Report to the public	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Learning Community VI-B funds
	Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities	Face to Face training Annually each fall with ongoing internet resources available	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Adjust data collection protocol and training as needed to	Annually in January to	SDE Secondary Transition Specialist Special Education Data Coordinator

## Idaho State Performance Plan (SPP) FFY 2006-2011

	improve response rate	March	Life Track (contractor) VI-B funds
	Analyze data at the district and state level, compile simple, user-friendly reports	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Report to the public	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Learning Community VI-B funds
	Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.	Annually in the Fall	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities	Face to Face training Annually each fall with ongoing internet resources available	SDE Secondary Transition Specialist Secondary Transition Interagency Council VI-B funds
	Adjust data collection protocol and training as needed to improve response rate	Annually in January to March	SDE Secondary Transition Specialist Special Education Data Coordinator Life Track (contractor) VI-B funds



## Idaho State Performance Plan (SPP) FFY 2006-2011

**Monitoring Priority: Effective General Supervision Part B / Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

**Data Source:** Monitoring Data & Dispute Data. Number of agencies monitored related to the monitoring priority areas and indicators and the number of agencies monitored related to areas not included in monitoring priority areas and indicators.

**Measurement:** Percent of noncompliance related to monitoring priority areas that were corrected within one year of identification.

- A. Number of findings of noncompliance made related to monitoring priority areas
- B. Number of corrections completed as soon as possible but in no case later than one year from identification and/or enforcement that the State has taken.

**Overview of Issue/Description or Process:** *Process for selecting LEAs for monitoring:* During the 2003-2004 school year, cyclical monitoring was in transition to focus monitoring. Districts will continue to self-assess on a five-year cycle but onsite activities by the SDE are dependent upon the district's needs in relationship to Idaho's Performance Goals and Indicators, areas that overlap those listed as monitoring priorities in the State Performance Plan.

Annually, every district in the State is held accountable for their results for students with disabilities. Districts must report their progress toward the Performance Goals and Indicators annually when new data are posted on the State website. If progress was not made, strategies and interventions must be adjusted to obtain better results. Areas of accountability are:

- Participation and performance of students with disabilities on statewide assessments;
- Finding and appropriately serving students with disabilities;
- Qualified staff;
- Appropriately identifying and serving students with cultural and language differences who also have a disability;
- Proactively addressing behavior issues to decrease incidents leading to suspension or expulsion of students;
- Effective transitions from Part C to Part B for three-year olds;
- LRE and educational environments;
- Graduation and dropout rates;
- Secondary transitions; and
- Post school outcomes.

Data in all these areas are collected and reported to the district, and for most of the performance indicators, data are also reported publicly on the State website.

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Baseline Data for FFY 2004 (2004-2005):** 21 districts received onsite monitoring visits during 2004-2005 related to the following monitoring priority areas:

- 4 related to LRE;
- 4 related to secondary transition;
- 2 related to preschool transitions;
- 2 related to graduation/dropouts;
- 3 related to disproportionality;
- 5 related to academic performance and AYP;
- 1 related to suspensions/expulsions; and
- 4 related to accuracy of reported data.

In addition to the monitoring priority areas, 2 new charter schools were monitored to ensure that services were in place for students with disabilities and 1 charter school was monitored to determine if noncompliance had been corrected.

Percent of noncompliance related to monitoring priority areas that were corrected within one year of identification 100%.

- A. Number of findings of noncompliance made related to monitoring priority areas: 8.
- B. Number of corrections completed as soon as possible but in no case later than one year from identification: 8.

**Discussion of Baseline Data:** All noncompliance related to the monitoring priority areas were corrected quickly, typically in the first three months. There was one finding unrelated to a priority area, regarding failure to provide services to students with disabilities in a virtual charter school. That was not corrected within one year, but the State had in place effective procedures to deal with the noncompliance. These procedures were followed, including notifications, technical assistance, training, and follow-up visits. When noncompliance exceeded one year, action was taken to retrieve funds. As required by law, the district was offered an opportunity to request a hearing, which it did. The hearing decision upheld the actions of the State. This district is near compliance status at this time, validating the effectiveness of the SDE general supervision procedures.

## Idaho State Performance Plan (SPP) FFY 2006-2011

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100% compliance within one year of noncompliance findings
<b>2006 (2006-2007)</b>	100% compliance within one year of noncompliance findings
<b>2007 (2007-2008)</b>	100% compliance within one year of noncompliance findings
<b>2008 (2008-2009)</b>	100% compliance within one year of noncompliance findings
<b>2009 (2009-2010)</b>	100% compliance within one year of noncompliance findings
<b>2010 (2010-2011)</b>	100% compliance within one year of noncompliance findings

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Select districts for onsite visits based on monitoring priority areas	2005-2006 and Annually	SDE staff Regional Consultants VI-B funds
	Continue to train districts in the self-assessment process so that noncompliance may be avoided	2005-2006 and Annually	SDE staff Regional Consultants VI-B funds
	Follow established procedures when noncompliance is not corrected in a timely manner	2005-2006 and Annually	Quality Assurance Coordinator Special Education Supervisor Bureau Chief, Special Populations VI-B funds
<b>2006 (2006-2007)</b>	Select districts for onsite visits based on monitoring priority areas	2006 and Annually	SDE staff Regional Consultants VI-B funds
	Continue to train districts in the self-assessment process so that noncompliance may be avoided	2006 and Annually	SDE staff Regional Consultants VI-B funds
	Follow established procedures when noncompliance is not corrected in a timely manner	2006 and Annually	Quality Assurance Coordinator Special Education Supervisor Bureau Chief, Special Populations VI-B funds
<b>2007 (2007-2008)</b>	Select districts for onsite visits based on monitoring priority areas	2007 and Annually	SDE staff Regional Consultants VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Continue to train districts in the self-assessment process so that noncompliance may be avoided	2007 and Annually	SDE staff Regional Consultants VI-B funds
	Follow established procedures when noncompliance is not corrected in a timely manner	2007 and Annually	Quality Assurance Coordinator Special Education Supervisor Bureau Chief, Special Populations VI-B funds
<b>2008 (2008-2009)</b>	Select districts for onsite visits based on monitoring priority areas	2008 and Annually	SDE staff SDE Regional Consultants VI-B funds
	Continue to train districts in the self-assessment process so that noncompliance may be avoided	2008 and Annually	SDE staff SDE Regional Consultants VI-B funds
	Follow established procedures when noncompliance is not corrected in a timely manner	2008 and Annually	Quality Assurance Coordinator Special Education Supervisor Bureau Chief, Special Populations VI-B funds
<b>2009 (2009-2010)</b>	Select districts for onsite visits based on monitoring priority areas	2009 and Annually	SDE staff Regional Consultants VI-B funds
	Continue to train districts in the self-assessment process so that noncompliance may be avoided	2009 and Annually	SDE staff Regional Consultants VI-B funds
	Follow established procedures when noncompliance is not corrected in a timely manner	2009 and Annually	Quality Assurance Coordinator Special Education Supervisor Bureau Chief, Special Populations VI-B funds
<b>2010 (2010-2011)</b>	Select districts for onsite visits based on monitoring priority areas	2010 and Annually	SDE staff Regional Consultants VI-B funds
	Continue to train districts in the self-assessment process so that noncompliance may be avoided	2010 and Annually	SDE staff Regional Consultants VI-B funds
	Follow established procedures when noncompliance is not corrected in a timely manner	2010 and Annually	Quality Assurance Coordinator Special Education Supervisor Bureau Chief, Special Populations VI-B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 16:** Percent of written, signed complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

**Data Source:** Data collected on Attachment 1

Data collected for reporting under section 618 (Annual Report of children served).

**Measurement:**

Percent =  $(1.1(b) + 1.1(c)) \div (1.1) \times 100$

**Overview of Issue/Description or Process:** The SDE Dispute Resolution Coordinator and five contracted investigators investigate complaints. Two of the five contracted investigators are new. The State Department of Education requires training every two years for its contracted complaint investigators. Each individual attends special education law, as well as training on investigative procedures and techniques.

The State Department of Education (SDE) received a total of 30 complaints during the 2004-05 school year. All complaints were investigated within the 60-day time line, or within the extension period. Extensions of 30 days were granted by the SDE for two of the complaints filed by the same person due to disability considerations of the complainant. The Complainant and District developed an Early Compliant Resolution for both complaints and resolved the issues prior to the final date of the extension; although a Final Report was written for each complaint with no findings, the Reports were never issued. The SDE also extended an investigation due to medical circumstances of the Complainant. Thus the measurement is 100%. The average number of days to complete a complaint for the 2004-05 school year was 53.

**Baseline Data for FFY 2004 (2004-2005):**

Complaints	'01-'02	02-03	'03-04	'04-'05
Number of complaints	18	16	16	30
Number completed within 60 days	18	15	15	27
Number completed within extensions	0	1	1	3
Percentage completed within 60 days	100%	100%	100%	100%

**Discussion of Baseline Data**

The trend continues to show disputes completed in a timely fashion. Numbers of trained complaint investigators were adequate to respond promptly to all formal, written complaints so processes were quickly under way and completed within required timelines, including necessary extensions.

## Idaho State Performance Plan (SPP) FFY 2006-2011

In order to help decrease the number of formal complaints during the 2004-05 school year, the SDE continued to move in a proactive direction by using IEP facilitators to resolve potential disputes. A total of 25 IEP facilitators were trained during a two-day session by staff from the University of Delaware in mid September 2005. Facilitators are knowledgeable about special education law, due to training on the reauthorized IDEA and have also been provided with Idaho Special Education Manual training. Facilitation is used on a case-by-case basis.

During the 2004-05 school year, a total of nine facilitations occurred, eight that proved to be effective in resolving critical issues. This positive impact is an extension for what was initially started during the latter part of the 2003-04 school year. At that time, three IEP facilitators were used to successfully guide a difficult IEP meeting to a successful closure.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2006 (2006-2007)</b>	100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2007 (2007-2008)</b>	100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2008 (2008-2009)</b>	100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2009 (2009-2010)</b>	100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2010 (2010-2011)</b>	100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Conduct IEP Facilitation training	September 2005	Dispute Resolution Coordinator Title VI - B funds
	Conduct complaint investigator training	September 2005	Dispute Resolution Coordinator Title VI - B funds
	Review and revise dispute database to collect data required by IDEA 2004	June 2006	Dispute Resolution Coordinator Title VI-B Funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Continue to provide technical assistance to school districts and parents on formal complaint procedures.	Ongoing	Dispute Resolution Coordinator Title VI-B Funds
<b>2006 (2006-2007)</b>	Create and distribute a dispute resolution booklet to include information about filing formal complaints.	November 2006	Dispute Resolution Coordinator Title VI - B funds
	Continue to provide technical assistance to school districts and parents on formal complaint procedures.	Ongoing	Dispute Resolution Coordinator Title VI-B Funds
<b>2007 (2007-2008)</b>	Conduct IEP Facilitation training	September 2007	Dispute Resolution Coordinator Title VI - B funds
	Conduct complaint investigator training	September 2007	Dispute Resolution Coordinator Title VI - B funds
	Continue to provide technical assistance to school districts and parents on formal complaint procedures.	Ongoing	Dispute Resolution Coordinator Title VI-B Funds
<b>2008 (2008-2009)</b>	Continue to provide technical assistance to school districts and parents on formal complaint procedures.	September 2008	Dispute Resolution Coordinator Title VI - B funds
<b>2009 (2009-2010)</b>	Conduct IEP Facilitation training.	September 2009	Dispute Resolution Coordinator Title VI - B funds
	Conduct complaint investigator training.	September 2009	Dispute Resolution Coordinator Title VI - B funds
<b>2010 (2010-2011)</b>	Continue to provide technical assistance to school districts and parents on formal complaint procedures.	September 2010	Dispute Resolution Coordinator Title VI - B funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 17:** Percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party.

**Data Source:** Data source collected on Attachment 1.  
Data collected for reporting under section 618

**Measurement:**

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

**Overview of Issue/Description or Process:** The SDE received four requests for a due process hearing during the 2004-05 school year. Only one hearing, (an expedited hearing) was held and was completed within 16 days.

**Baseline Data for FFY 2004 (2004-2005):**

Hearings	'01-'02	'02-'03	'03-'04	'04-'05
Hearings held	4	4	1	1
Number completed within 45 days	2	3	1	1
Percentage completed within 45 days	50%	75%	100%	100%

**Discussion of Baseline Data:**

The trend for percentage of hearings completed within 45 days continues to improve; 100% of 2003 and 2004 hearings have completed within the 45 day timeline. The average time needed to complete a hearing this year was 25 days.

This indicator was met. 100% of hearings were completed within 45 days. Progress was due to:

- An adequate supply of hearing officers
- Emphasis on timelines
- Small number of hearings filed



## Idaho State Performance Plan (SPP) FFY 2006-2011

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2007 (2007-2008)</b>	100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2008 (2008-2009)</b>	100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2009 (2009-2010)</b>	100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2010 (2010-2011)</b>	100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party.

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Conduct hearing officer training	August 2005	Dispute Resolution Coordinator Title VI-B Funds
	Provide hearing officers with updated information about current legal cases	August 2005	Dispute Resolution Coordinator Title VI-B Funds
	Review and revise dispute database to collect data required by IDEA 2004	June 2006	Dispute Resolution Coordinator Title VI-B Funds
	Develop and disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	June 2006	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module.	Spring 2006	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2006 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Report dispute resolution data to the public via SDE and IPUL websites	June 2006 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2006 (2006-2007)</b>	Create a dispute resolution booklet to include information regarding the due process hearing system.	November 2006	Dispute Resolution Coordinator Title VI-B Funds
	Provide hearing officers with updated information about current legal cases.	December 2006	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2007 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2007 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2007 (2007-2008)</b>	Conduct hearing officer training.	August 2007	Dispute Resolution Coordinator Title VI-B Funds
	Provide hearing officers with updated information about current legal cases.	December 2007	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2008 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2008 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2008 (2008-2009)</b>	Provide hearing officers with updated information about current legal cases.	December 2008	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2009 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2009 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2009 (2009-2010)</b>	Conduct hearing officer training.	August 2009	Dispute Resolution Coordinator Title VI-B Funds
	Provide hearing officers with updated information about current legal cases.	December 2009	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2010 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2010 (2010-2011)</b>	Provide hearing officers with updated information about current legal cases.	December 2010	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2011 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Data Source:** Data collected on Attachment 1.

Data collected for reporting under section 618 (Annual Report of Children Served).

**Measurement:**

Percent = 3.1(a) divided by (3.1) times 100.

**Overview of Issue/Description or Process:** Idaho uses a Dispute Resolution System, which was developed by an independent contractor, to keep track of all dispute processes. Since the introduction of the resolution session process, our contractor has begun to redesign the database to include the collection of resolution session data. The Idaho Dispute Resolution System is now up to date and recording data regarding any resolution sessions held.

**Baseline Data for FFY 2004 (2004-2005):**

This is a new indicator. Baseline and targets will be provided in the FFY 2005 APR due February 1, 2007.

**Discussion of Baseline Data:**

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	This is a new indicator. Baseline and targets will be provided in the FFY 2005 APR due February 1, 2007.
<b>2006 (2006-2007)</b>	To be determined after baseline data is collected
<b>2007 (2007-2008)</b>	To be determined after baseline data is collected
<b>2008 (2008-2009)</b>	To be determined after baseline data is collected
<b>2009 (2009-2010)</b>	To be determined after baseline data is collected
<b>2010 (2010-2011)</b>	To be determined after baseline data is collected

**Improvement Activities/Timelines/Resources:**

FFY	Activities	Projected Timelines	Projected Resources
<b>2005 (2005-2006)</b>	Develop policy and procedures for resolution sessions.	Summer 2005	Dispute Resolution Coordinator Title VI-B Funds

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	Train LEAs, hearing officers and mediators in resolution session policy and procedures	August-September 2005	Dispute Resolution Coordinator Title VI-B Funds
	Review and revise dispute database to collect data required by IDEA 2004	June 2006	Dispute Resolution Coordinator Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2006 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2006 (2006-2007)</b>	Provide technical assistance to contracted dispute resolution personnel regarding the final federal regulations pertaining to resolution sessions.	September 2006 and Ongoing	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2007 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2007 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2007 (2007-2008)</b>	Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.	September 2007	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2008 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2008 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2008 (2008-2009)</b>	Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.	September 2008	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2009 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2009 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2009 (2009-2010)</b>	Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.	September 2009	Dispute Resolution Coordinator Title VI-B Funds

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	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2010 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
<b>2010 (2010-2011)</b>	Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.	September 2010	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2011 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

<b>Indicator 19:</b> Percent of mediations held that resulted in mediation agreements.
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**Data Source:** Data collected on Attachment 1. Data collected for reporting under section 618.

**Measurement:** Percent = (2.1(a)(i) + 2.1 (b)(i)) divided by (2.1) times 100.

**Overview of Issue/Description or Process:** Mediation continues to be encouraged by SDE staff. The SDE has highly trained mediators, who are readily available when both parties agree to mediate.

The number of mediations declined for the 2003-04 and 2004-05 school years. However, all of the mediations held have been successful. Over the past five years, the percent of successful mediations stands at 90.6%.

There are two primary factors that may be causing the decline in the use of mediation to resolve disputes. Idaho parents have a strong desire to have their issues reviewed by the SDE in greater detail and have thus decided to file formal complaints. Complaint investigations by SDE personnel are generally regarded as impartial and fair. The data described earlier shows that the number of complaints rose this year.

Another reason for the decline in mediation is due to the use of IEP facilitation. This process has given parents and districts the opportunity to resolve disputes on a lower and informal level on the dispute resolution continuum.

**Baseline Data for FFY 2004 (2004-2005):**

Mediations	'02-03	'03-04	'04-'05
Number of mediations	10	7	4
Percentage successful mediations	90%	100%	100%

**Discussion of Baseline Data:** 100% of mediations in the past two years have resulted in mediation agreements between the parties. This high rate of successful mediations is attributed to:

- Extensive training for mediators
- Retention trained mediators
- An adequate supply of mediators
- Reliance on mediators who achieve successful outcomes

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<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100 percent of mediations result in mediation agreements.
<b>2006 (2006-2007)</b>	100 percent of mediations result in mediation agreements.
<b>2007 (2007-2008)</b>	100 percent of mediations result in mediation agreements.
<b>2008 (2008-2009)</b>	100 percent of mediations result in mediation agreements.
<b>2009 (2009-2010)</b>	100 percent of mediations result in mediation agreements.
<b>2010 (2010-2011)</b>	100 percent of mediations result in mediation agreements.

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Review and revise dispute database to collect data required by IDEA 2004	June 2006	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2011 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
	Develop and disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	June 2006	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module.	Spring 2006	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
<b>2006 (2006-2007)</b>	Conduct Mediation Training	September 2006	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2011 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds



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	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module (or other dispute resolution training).	2006-2007 and Annually	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
<b>2007 (2007-2008)</b>	Create a dispute resolution booklet to include information regarding mediation.	September 2007	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2011 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module or other dispute resolution training materials.	Spring 2008	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
<b>2008 (2008-2009)</b>	Conduct Mediation Training.	September 2008	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2011 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	September 2008 and Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

	Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module or other dispute resolution training.	Spring 2009	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
<b>2009 (2009-2010)</b>	Continue to encourage the use of mediation.	September 2009	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2010 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
	Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited	Ongoing	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
	Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module or other dispute resolution training.	Spring 2010	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds
<b>2010 (2010-2011)</b>	Conduct Mediation Training.	September 2010	Dispute Resolution Coordinator Title VI-B Funds
	Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results	June 2011 and Annually	Dispute Resolution Coordinator Regional Consultants Title VI-B Funds
	Report dispute resolution data to the public via SDE and IPUL websites	June 2010 and Annually	Dispute Resolution Coordinator Title VI-B Funds
	Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module or other dispute resolution training.	Spring 2011	Dispute Resolution Coordinator Contracted Hearing Officers, Mediators, IEP Facilitators Title VI-B Funds

## Idaho State Performance Plan (SPP) FFY 2006-2011

<b>Indicator 20:</b> State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
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**Data Source:** State selected data sources, including data from State data system, assessment system, as well as technical assistance and monitoring systems.

**Measurement:** State reported data, including 618 data and annual performance reports, are:

- a) Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b) Steps taken to ensure accuracy of data
  - Annual Child Count training is required for new data managers and optional for others. Training covers codes and their definitions, with an emphasis on anything new. It also covers data entry, data validation, and reporting.
  - Validation checks are conducted at the data entry level that trigger warnings when deviations occur in grade, codes, duplicates, ages below 5 for LD, ages above 9 for DD and inactive reasons that may be inappropriate based on the student's age.
  - Audit reports after data is entered that identifies duplicates, age or disability code deviations, and inappropriate inactive reasons
  - Audit reports also show year to year changes with level of significance
  - SDE data validation at import from the district level that includes duplicates across districts, inappropriate LD or DD codes based on the student's age, and exclusive educational environment codes used for students with too few hours of service to meet the definition.
  - Audits of data after import
  - Return of enrollment list and summary to districts for verification of all data and numbers
  - Signed verification form received from districts
  - Annual training for self-assessing LEAs on using their data for program evaluation. LEAs receive a copy of the data they submitted with unusual data highlighted in red. Red flags include items such as date of birth and grade when a student is more than two grade levels from typical peers of the same age, hours and minutes of service that are less than one hour per week for students with disabilities typically receiving far greater hours of service, minutes of service over 60, students with exit code 09 "moved, not known to be continuing", too few hours of service to meet the LRE definition for students with a typical length of school day, or invalid codes included.
  - Technical assistance via email or phone on an "as needed" basis

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- “Curious data” faxes sent to districts, with response requested, when anomalies are discovered by the SDE

**Overview of Issue/Description or Process:** To meet OSEP data requirements Idaho created a student level database over 10 years ago. Over time, it has been modified to meet current data requirements as set forth by both Federal and State requirements. In recent years, the SDE has also created systems to collect student level test data such as Alternate Assessment, pre-K Idaho Reading Indicator (IRI) and ISAT scores. These new systems allow for easier and more accurate data collection as well as online access.

As we continue to collect more student level data, it has become apparent that the state must create and maintain a State Student Identification system (ID). The development of such a system is a high priority and the state plans to pilot the system in various school districts during the spring of 2006, with full implementation beginning during the fall of 2006. To allow district level control and or verification of the student ID, the proposed system will allow web access for assigned district level personnel. Access by district personnel allows manual entry into the local Student system. The state assigned ID will allow for more timely use, and accuracy of the data.

Ongoing improvements are being made to the present data system whenever suspect data is discovered. These improvements include adding possible error prompts and automating reports from the database to reduce the chance of human error.

The state is also working with vendors to create more accurate state level reporting for districts. This will also aid in the collection and the accuracy of APR, 618, exiting, and EDEN data.

**Baseline Data for FFY 2004 (2004-2005):**

- a. Reports submitted on time: 100%
- b. Accuracy: 100%

**Discussion of Baseline Data:** All reports are submitted to OSEP on time and with accurate data. Recognition of Idaho’s ability to supply high quality data is demonstrated by our state’s excusal from traditional reporting of IDEA data to the U. S. Department of Education. Idaho has qualified to supply the data for the Report of Children with Disabilities Receiving Special Education under Part B (Table 1) for SY 2005-06 through the Education Data Exchange Network (EDEN). Assisting in the creation of high quality data has been our ongoing work with LEAs to address data collection at the local level. Accuracy in data submitted by the LEAs has increased significantly over the three years of public reporting of special education data on the state website at: <http://www.sde.state.id.us/specialed/DDR/ddranalysis.asp>.

Idaho has created and implemented the Special Education Student Enrollment System that has provided a high degree of accuracy as the data is input into the system by school districts. LEA’s have the ability to run edit reports on site before submitting data.

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In this way, they are able to go back to the source data to make corrections prior to submitting the files to the SDE. We have found the onsite editing and reporting mechanisms to provide greater accuracy than when the editing was conducted by SDE personnel after submission.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time.
<b>2006 (2006-2007)</b>	100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time.
<b>2007 (2007-2008)</b>	100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time.
<b>2008 (2008-2009)</b>	100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time.
<b>2009 (2009-2010)</b>	100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time.
<b>2010 (2010-2011)</b>	100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time.

**Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2005 (2005-2006)</b>	Review requirements of 618, State Performance Plan and Annual Performance Report and designate personnel with primary responsibility for coordinating data collection and reporting of each indicator	Spring 2005	Bureau Chief, Special Populations Special Education Supervisor VI-B funds
	SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities	March 2005 and Monthly	Bureau Chief, Special Populations Special Education Supervisor SDE Special Education Personnel VI-B funds
	Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.	Fall 2005 and Annually	Special Education Supervisor SDE Special Education Personnel VI-B funds

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	Submit all reports in a timely and accurate manner.	2005 and ongoing	Bureau Chief, Special Populations Special Education Supervisor VI-B funds
	Update online data collection system for Post School Outcome data based on requirements of IDEA 2004. (For more detail refer to Indicator 15)	2005-06	Special Education Data Coordinator SDE Technology Services Life Track (contractor) SDE Secondary Transition Specialist VI-B funds
	Create a state assigned student identification number for use across all SDE databases	2005-2006	Special Education Data Coordinator SDE Technology Services VI-B funds State funds
	Collaborate with IEP software vendors to create accurate 618 data reporting mechanisms	Fall 2005 Ongoing	Special Education Data Coordinator SDE Technology Services VI-B funds
	Installation of updated software used by districts for 618 data collection	November 2005	Special Education Data Coordinator Grants/Contract Officer VI-B funds
	Identify and address state data system modifications as data requirements change.	Ongoing	Special Education Data Coordinator SDE Technology Services Grants/Contract Officer VI-B funds
	Update the SDE monitoring database to include collection of data required by new indicators.	Fall-Spring 2005	Special Education Data Coordinator Monitoring and Quality Assurance Coordinator VI-B funds
	Contract programmer to create reports useful to completion of the APR/SPP	February 2006	Special Education Data Coordinator VI-B funds
<b>2006 (2006-2007)</b>	Implement the use of a unique student identifier across SDE data systems	Fall 2006	Special Education Data Coordinator SDE Technology Services VI-B funds State funds
	Utilize the process created to generate reports for use in development of the APR	Ongoing	Special Education Data Coordinator Quality Assurance Coordinator VI-B funds
	SDE Special Education personnel meet to review progress and	Monthly	Bureau Chief, Special Populations

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	provide input on data collection and SPP activities		Special Education Supervisor SDE Special Education Personnel VI-B funds
	Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.	Fall 2006 and annually	Special Education Supervisor SDE Special Education Personnel VI-B funds
	Submit all reports in a timely and accurate manner.	Ongoing	Bureau Chief, Special Populations Special Education Supervisor VI-B funds
	Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities	Annually	Special Education Data Coordinator SDE Secondary Transition Specialist VI-B funds
	Collaborate with IEP software vendors to create accurate 618 data reporting mechanisms	Ongoing	Special Education Data Coordinator SDE Technology Services VI-B funds
	Identify and address state data system modifications as data requirements change.	Ongoing	Special Education Data Coordinator SDE Technology Services Grants/Contract Officer VI-B funds
<b>2007 (2007-2008)</b>	Maintain consolidated SDE data system using unique student identifier	Fall 2007	Special Education Data Coordinator SDE Technology Services VI-B funds State funds
	Utilize the process created to generate reports for use in development of the APR	Ongoing	Special Education Data Coordinator Quality Assurance Coordinator VI-B funds
	SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities	Monthly	Bureau Chief, Special Populations Special Education Supervisor SDE Special Education Personnel VI-B funds
	Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.	Fall 2008	Special Education Supervisor SDE Special Education Personnel

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			VI-B funds
	Submit all reports in a timely and accurate manner.	Ongoing	Bureau Chief, Special Populations Special Education Supervisor VI-B funds
	Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities	Annually	Special Education Data Coordinator SDE Secondary Transition Specialist VI-B funds
	Identify and address state data system modifications as data requirements change.	Ongoing	Special Education Data Coordinator SDE Technology Services Grants/Contract Officer VI-B funds
<b>2008 (2008-2009)</b>	Utilize the process created to generate reports for use in development of the APR	Ongoing	Special Education Data Coordinator Quality Assurance Coordinator VI-B funds
	SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities	Monthly	Bureau Chief, Special Populations Special Education Supervisor SDE Special Education Personnel VI-B funds
	Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.	Fall 2009	Special Education Supervisor SDE Special Education Personnel VI-B funds
	Submit all reports in a timely and accurate manner.	Ongoing	Bureau Chief, Special Populations Special Education Supervisor VI-B funds
	Identify and address state data system modifications as data requirements change.	Ongoing	Special Education Data Coordinator SDE Technology Services Grants/Contract Officer VI-B funds
<b>2009 (2009-2010)</b>	Utilize the process created to generate reports for use in development of the APR	Ongoing	Special Education Data Coordinator Quality Assurance Coordinator VI-B funds
	SDE Special Education personnel meet to review progress and	Monthly	Bureau Chief, Special Populations



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	provide input on data collection and SPP activities		Special Education Supervisor SDE Special Education Personnel VI-B funds
	Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.	Fall 2010	Special Education Supervisor SDE Special Education Personnel VI-B funds
	Submit all reports in a timely and accurate manner.	Ongoing	Bureau Chief, Special Populations Special Education Supervisor VI-B funds
	Identify and address state data system modifications as data requirements change.	Ongoing	Special Education Data Coordinator SDE Technology Services Grants/Contract Officer VI-B funds
<b>2010 (2010-2011)</b>	Utilize the process created to generate reports for use in development of the APR	Ongoing	Special Education Data Coordinator Quality Assurance Coordinator VI-B funds
	SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities	Monthly	Bureau Chief, Special Populations Special Education Supervisor SDE Special Education Personnel VI-B funds
	Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.	Fall 2011	Special Education Supervisor SDE Special Education Personnel VI-B funds
	Submit all reports in a timely and accurate manner.	Ongoing	Bureau Chief, Special Populations Special Education Supervisor VI-B funds
	Identify and address state data system modifications as data requirements change.	Ongoing	Special Education Data Coordinator SDE Technology Services Grants/Contract Officer VI-B funds

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**Part B – SPP /APR Attachment 1 (Form)**IDAHO  
State**Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act  
Complaints, Mediations, Resolution Sessions, and Due Process Hearings**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	30
(1.1) Complaints with reports issued	30
(a) Reports with findings	18
(b) Reports within timeline	27
(c) Reports within extended timelines	3
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	4
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	4
(i) Mediation agreements	4
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests	
(3) Hearing requests total	4
(3.1) Resolution sessions	No data
(a) Settlement agreements	No data
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	1
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	3

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	2
(4.1) Resolution sessions	No data
(a) Settlement agreements	No data
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0

## Idaho State Performance Plan (SPP) FFY 2006-2011

**APPENDIX A**

APR	Annual Performance Report
AYP	Adequate Yearly Progress
CIP	Continuous Improvement Planning
CORE	Consortium on Reading Excellence
DPHO	Due Process Hearing Officer
ECIA	Early Childhood Interagency Agreement
ECO	Early Childhood Outcomes
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
GSEG	General Supervision Enhancement Grant
IAA	Idaho Alternative Assessment
IBEDS	Idaho Board of Education Data System
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
IHE	Institutions of Higher Education
IPUL	Idaho Parents Unlimited
ISAT	Idaho Student Achievement Test
ISBOE	Idaho State Board of Education
ISEAP	Idaho Special Education Advisory Panel
ICIMS	Idaho's Continuous Improvement Monitoring System
LEA	Local Education Agency
LRE	Least Restrictive Environment
NCLB	No Child Left Behind
NCSEAM	National Center for Special Education Accountability Monitoring center
NWEA	Northwest Evaluation Association
OSEP	Office of Special Education Programs
PBS	Positive Behavior Supports
PIR	Plan for Improving Results
PRE-K-IRI	Pre-Kindergarten Idaho Reading Indicator
PTI	Parent Training and Information
RBM	Research Base Model
SDE	State Department of Education
SEA	State Education Agency
SEAP	Special Education Advisory Panel
SIG	State Improvement Grant
SIS	Student Information System
SPP	State Performance Plan
SRR	Student Record Review
SWD	Student with Disabilities

Idaho State Performance Plan (SPP) FFY 2006-2011